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ABSTRACT

The College of Education at the University of Arizona published this annotated miscue analysis bibliography to provide source material on its Program in Language and Literacy. The material is split into the following sections: (1) journal articles, (2) books and monographs, (3) dissertations and miscellaneous materials, and (4) chapters in books. A brief description of the program is included, as is an order form for the program's occasional papers. (JD)

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ANNOTATED MISCUE ANALYSIS BIBLIOGRAPHY

Program in Language and Literacy
College of Education
University of Arizona

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with Pamela Babcock

November, 1985

No. 16

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Occasional Papers
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Annotated Miscue Analysis Bibliography
Part 1 Journal Articles

1

- E.D. Allen RS Rec No. 99
Miscue analysis: A new tool for diagnosing oral reading proficiency in foreign languages.
Foreign Language Annals 9/6 Dec.1975 Pages: 563-67 ERIC EJ150305
Study of the miscues of 30 third-year French students in high school.
- A.D. Allen GL Rec No. 118
Cue systems available during the reading process: A psycholinguistic viewpoint.
Elementary School Journal 72 1972 Pages: 250-264 ERIC
Brief summary with examples of the child's use of the three cueing systems.
- R.L. Allington RS Rec No. 69
Teacher ability in recording oral reading performance.
Academic Therapy 14/2 Nov.1978 Pages: 187-92 ERIC EJ194157
Studied 57 teachers and their abilities to correctly evaluate oral reading.
- M.A. Au CA Rec No. 87
Analyzing oral reading errors to improve instruction.
Reading Teacher 31/1 Oct.1977 Pages: 46-49 ERIC EJ167712
Presents an instructional program designed to fit the needs of second grade remedial readers as revealed through an analysis of their oral reading errors.
- T.W. Bean AM Rec No. 54
The miscue mini-form: Refining the informal reading inventory.
Reading World 18/4 May 1979 Pages: 400-05 ERIC EJ203052
Presents a mini-form of miscue analysis to be used in identifying reading levels and error patterns.
- T.W. Bean RS Rec No. 73
Oral reading miscues of Hawaiian Islands dialect speakers in grades four, five, and six.
Reading Improvement 15/2 Sum.1978 Pages: 115-18 ERIC EJ192195
Describes differences in strategies employed by average and below average readers in each grade, and across succeeding grade levels.
See also Reading World, 1978, Vol. 17, No. 4, pp. 295-305.
- M.J. Beebe RS Rec No. 39
The effect of different types of substitution miscues on reading.
Reading Research Quarterly 15/3 1980 Pages: 324-36 ERIC EJ221382
Found that not all substitutions detracted from comprehension to the same degree in the reading of 46 fourth-grade boys.
- A. Biemiller RS Rec No. 33
Changes in use of graphic and context. info. as funct. of passage difficulty and rdng. achieve. levels
Journal of Reading Behavior 11/4 Win.1979 Pages: 307-18 ERIC EJ234001
Reports that first-grade children instructed with a "meaning emphasis" shift toward greater reliance on graphic information when confronted with materials where words are harder to identify.
- R.D. Brecht RS Rec No. 85
Testing format and instructional level with the Informal Reading Inventory.
Reading Teacher 31/1 Oct.1977 Pages: 57-59 ERIC EJ167714
Compared informal reading inventories and found that the most accurate measurement used silent reading followed by oral reading.
- V. Brown (editor) GL Rec No. 109
Programs, materials and techniques: Reading miscue analysis.
J. of Learning Disabilities 8/10 Dec.1975 Pages: 605-11 ERIC EJ132579
Reviews the RMI in relation to the learning disabled.

C.L. Burke and K.S. Goodman

GL Rec No. 119

2

When a child reads: A psycholinguistic analysis.

Elementary English 47 1978

Pages: 121-29 ERIC

Illustrates through the detailed analysis of one fourth grade child's oral reading miscues how such analysis can reveal the reading process at work.

E. Burke

RS Rec No. 96

A development study of children's reading strategies.

Educational Review 29/1 Nov.1976

Pages: 38-46 ERIC EJ156365

Looks at children's miscues across age and finds that miscues are generally of a higher quality in older children. Use of semantics shows the greatest improvements.

B. Cambourne

GL Rec No. 91

Getting to Goodman: An analysis of the Goodman model of reading with some suggestions for evaluation.

Reading Research Quarterly 12/4 1976-77

Pages: 685-36 ERIC EJ165775

Reviews the development of the Goodman reading model and suggests appropriate approaches to evaluating the model.

R.F. Carey

RS Rec No. 177

Theory and research in reading: Insights from socio-psycholinguistics.

Reader 18/ Fall1983

Pages: 1-14 ERIC

Reviews, for an audience of literary theorists, major developments in reading during the last ten years. Includes comments on the Goodman Model of Reading.

R.F. Carey

RS Rec No. 49

Cloze encounters of a different kind.

Reading Horizons 19/3 Spr.1979

Pages: 228-31 ERIC EJ210774

Describes the use of a cloze test after an oral reading of the same passage.

L. Carnine et al.

RS Rec No. 8

Anal. of oral rdng. errors made by economically disadv. stdnts. taught with synthetic-phonics app.

Reading Research Quarterly 19/3 Spr.1984

Pages: 343-56 ERIC EJ296722

In beginning reading, substitution miscues tend to be graphically constrained if instruction has focused on phonics. If instruction emphasized meaning, substitutions are more contextually constrained. Few nonsense miscues are made on familiar words.

J.F. Christie

RS Rec No. 24

The effects of grade level and reading ability on children's miscue patterns.

Journal of Educational Res. 74/6 1981

Pages: 419-23 ERIC EJ258511

Miscues acceptable in context increase by grade level and ability for second, fourth, and sixth graders of high and low reading ability.

J.F. Christie and P.A. Alonso

RS Rec No. 37

Effects of passage difficulty on primary-grade children's oral reading error patterns.

Educational Research Quarterly 5/1 Spr.1980

Pages: 40-49 ERIC EJ231264

Studied effects of passage difficulty on the oral reading error patterns of first and third grade students.

J.F. Christie

RS Rec No. 72

The effect of later appearing syntactic structures on children's oral reading errors.

Reading Improvement 15/2 Sum.1978

Pages: 154-56 ERIC EJ192204

Found more detrimental errors on passages containing later appearing syntactic structures.

M. Cohn and C. D'Alessandro

GL Rec No. 78

When is a decoding error not a decoding error?

Reading Teacher 32/3 Dec.1978

Pages: 341-44 ERIC EJ193961

Discusses possible reasons for decoding errors.

C.R. Cooper and A.R. Petrosky

CA Rec No. 155

A psycholinguistic view of the fluent reading process.

Journal of Reading 28 Dec.1976

Pages: 182-207 ERIC

Describes the psycholinguistic model, lists reading strategies derived from the model, and outlines a secondary school reading course utilizing the strategies.

J.W. Cunningham

AM Rec No. 4

3

A simplified miscue analysis for classroom and clinic.

Reading Horizons 24/2 1984

Pages: 83-89 ERIC EJ293060

Presents an alternate miscue analysis system which claims to keep the strengths of the original, while eliminating its weaknesses.

J.W. Cunningham and R.M. Caplan

RS Rec No. 16

Investigating the concurrent validity of miscue analy. as a measure of silent rdng. comprehension.

Reading World 21/4 May 1982

Pages: 299-310 ERIC EJ261454

Found concurrent validity for syntactic and semantic categories in miscue analysis through measuring silent reading processes of elementary school children.

P.M. Cunningham

RS Rec No. 90

Teachers' correction responses to black-dialect miscues which are non-meaning-changing.

Reading Research Quarterly 12/4 1976-77

Pages: 637-53 ERIC EJ165777

Presents findings from questionnaires asking graduate students whether they would correct certain miscues, and whether they thought the miscues were made by black or white readers.

P.M. Cunningham

CA Rec No. 86

Match informal evaluation to your teaching practices.

Reading Teacher 31/1 Oct. 1977

Pages: 51-56 ERIC EJ167713

Suggests that informal evaluations should be adjusted to teachers' individual teaching practices, so that the evaluations give a truer picture of students' abilities to perform in the classroom.

K. D'Angelo and M. Manlios

RS Rec No. 13

Insertion and omission miscues of good and poor readers.

Reading Teacher 36/8 Apr. 1983

Pages: 778-82 ERIC EJ276255

Suggests that because insertion and omission miscues of both good and poor readers seldom cause syntactic or semantic distortions, time spent coding these miscues is unwarranted.

K. D'Angelo

RS Rec No. 22

Correction behavior of good and poor readers.

Reading World 21/2 Dec. 1981

Pages: 123-29 ERIC EJ255009

Found good readers corrected more miscues than poor readers, who rely more on graphic information to make corrections. Found small differences in the use of syntactic and semantic cues to make corrections, except as difficulty of material increased.

K. D'Angelo and R.M. Wilson

RS Rec No. 63

How helpful is insertion and omission miscue analysis.

Reading Teacher 32/5 Feb. 1979

Pages: 519-20 ERIC EJ201028

Suggests that time spent analyzing insertions and omissions would be better spent on comprehension-distorting substitutions.

K. D'Angelo

CA Rec No. 21

Correction behavior: Implications for reading instruction.

Reading Teacher 35/4 Jan. 1982

Pages: 395-98 ERIC EJ256288

Presents a review of the literature on correction behavior, and suggests techniques for encouraging students to correct miscues.

M. Dank and W. McEachern

RS Rec No. 53

A psycholing. descript. comparing the native lang. oral rdng. behav. of French immersion students...

Canadian Modern Language Rev. 35/3 Mar. 1979

Pages: 366-71 ERIC EJ203198

Compared oral reading strategies of students in a primary French immersion program with those of students in a traditional English language program.

M. Dank

RS Rec No. 94

What effect do reading programs have on the oral reading behavior of children.

Reading Improvement 14/2 Sum. 1977

Pages: 66-69 ERIC EJ164028

Examines oral reading miscues made by 20 children during their second year of instruction.

B. Davey and M. Theofield

RS Rec No. 11

An investigation of miscue analysis training for teachers.

Reading Improvement 28/2 Sum. 1983

Pages: 105-10 ERIC EJ283775

Concludes that miscue analysis training had valuable effects on teachers' perceptions of reading and on their ability to judge patterns of readers' strengths and weaknesses.

- H.P. Davidson RS Rec No. 153 4
A study of reversals in young children.
J. of Genetic Psychology 45 1934 Pages: 452-64 ERIC
Found that the number of word reversals made by young children varies inversely with mental age and that some children recognize words presented upside
- S.J. De Santi RS Rec No. 50
Cue system utilizations among older readers.
Educational Gerontology 4/3 Jul.1979 Pages: 271-77 ERIC EJ210499
Miscue analysis revealed that mature, older readers are consistent in the cue systems they utilize.
- D.R. Donald AM Rec No. 47
The remedial evaluation of oral reading errors: A methodological synopsis.
Reading 13/2 Jul.1979 Pages: 16-24 ERIC EJ212284
Proposes a system for analyzing oral reading errors of remedial readers.
- D.R. Donald GL Rec No. 35
Analysis of children's oral reading errors: A current perspective.
Journal of Research in Reading 3/2 Sep.1980 Pages: 106-14 ERIC EJ234050
Discusses the current interest in oral reading error analysis, including the resultant theoretical shifts.
- D.M. DuBois RS Rec No. 60
Getting meaning from print: Four Navajo students.
Reading Teacher 32/6 Mar.1979 Pages: 691-95 ERIC EJ202894
Analyzes the reading of four Navajo children and notes that they believed the purpose of reading was to produce acceptable English grammar.
- L. Eberwein RS Rec No. 19
Do dialect speakers' miscues influence comprehension.
Reading World 21/3 Mar.1982 Pages: 255-63 ERIC EJ257835
Suggests that when asked to read material at their instructional level, students' abilities to comprehend are not adversely affected by their dialects.
- R. Ellis RS Rec No. 36
Learning to read through a second language.
Reading 14/2 Jul.1980 Pages: 10-16 ERIC EJ231972
Reports a study of the oral reading of 12 Asian children. Discusses strategies used by children learning to read a second language.
- C.S. Englert and M.I. Semmel RS Rec No. 23
The relationship of oral reading substitution miscues to comprehension.
Reading Teacher 35/3 Dec.1981 Pages: 273-80 ERIC EJ254993
Reports that specific types of miscues made by poor readers did not predict comprehension level. Suggests that comprehension might involve processes not revealed by miscue analysis alone.
- C. Ewoldt RS Rec No. 175
A descriptive analysis of reading behavior exhibited by one hearing-impaired child.
Directions 2 1981 Pages: 55-56 ERIC
The strengths and weaknesses of one non-proficient deaf reader are described, and instructional implications given.
- C. Ewoldt GL Rec No. 163
A psycholinguistic description of selected deaf children reading in sign language.
Reading Research Quarterly 16 1981 Pages: 58-89 ERIC
Data gathered from deaf readers' miscues, cloze responses & retelling during naturalistically occurring rdng.act. are used to develop a model of the rdng. of the deaf & to eval. the relat. betw. that model & the model devel. by Goodman in his miscue research...
- C. Ewoldt RS Rec No. 67
Reading for the hearing or hearing impaired: A single process.
American Annals of the Deaf 123/3 Dec.1978 Pages: 945-48 ERIC EJ196184
Discusses a study of the reading of four profoundly and prelingually deaf children, aged 7 to 17 years.

- C. Ewoldt RS Rec No. 160 5
Reading for the hearing or hearing impaired: A single process.
American Annals of the Deaf 123 Dec.1978 Pages: 945-48 ERIC
The deaf readers in this study demonstrated strategies similar to hearing readers, such as predicting, chunking, using their own language, and developing concepts through reading.
- C. Ewoldt CA Rec No. 179
Research Reports. Text Simplification: A solution with many problems.
Perspect. for Tchrs. of H.Imo. 1 May 1983 Pages: 23-5 ERIC
The practice of simplifying the syntax for deaf readers is opposed, and instructional alternatives are offered.
- C. Ewoldt GL Rec No. 161
Diagnostic approaches and procedures and the reading process. Reading and the hearing impaired indiv
Volta Review 84 Sep.1982 Pages: 83-94 ERIC
The article critiques a variety of widely-used reading tests, based on an interactive reading model & the authors's research & experience with deaf readers; offers criteria for the devel.of diag.instruments for deaf readers; & describes admin.of RMI
- C. Ewoldt and D. Garner GL Rec No. 162
Psycholinguistic theory and practice: Facilitating the reading of the hearing impaired.
Washington Reading Quarterly 5/1 Win.1979 Pages: 12-14+ ERIC
The authors describe the reading of a basal story by deaf students, offering instructional suggestions for using the story to aid reading & writing development, language development, and intercurricular development.
- J.T. Feeley GL Rec No. 52
Adding the Reading Miscue Inventory to the reading case study.
Reading Improvement 16/1 Spr.1979 Pages: 75-81 ERIC EJ206222
Describes the use of the RMI as an addition to the case studies of two primary grade students and one 7th grader who had been referred to a college reading clinic.
- V. Froese CA Rec No. 97
How to cause word-by-word reading.
Reading Teacher 30/6 Mar.1977 Pages: 611-15 ERIC EJ154972
Presents several instructional practices which cause children to become word-by-word readers.
- P.C. Gonzales and D. Elijan RS Rec No. 64
Stability of error patterns on the Informal Reading Inventory.
Reading Improvement 15/4 Win.1978 Pages: 279-88 ERIC EJ199350
Consistent word recognition patterns were found for 26 3rd graders who read and reread oral passages at instructional and frustrational levels.
- K.S. Goodman GL Rec No. 122
Dialect barriers to reading comprehension.
Elementary English 42 1965 Pages: 853-60 ERIC
Discusses dialect relationship to reading.
- K.S. Goodman CA Rec No. 125
Linguistic insights which teachers may apply.
Education 88/4 1968 Pages: 313-16 ERIC
An early statement of linguistic knowledge needed by teachers.
- K.S. Goodman GL Rec No. 120
Analysis of oral reading miscues: Applied psycholinguistics.
Reading Research Quarterly 5 1969 Pages: 9-30 ERIC
Presents the theoretical argument that reading must be considered a psycholinguistic process; analyses oral reading phenomena.
- K.S. Goodman GL Rec No. 126
Linguistics in a relevant curriculum.
Education 89 1969 Pages: 383-86 ERIC
Discusses the necessary linguistic base for a curriculum relevant to all language learners.

- K.S. Goodman
Comprehension-centered reading.
Claremont Reading Conf. Yrbk. 34 1970
Discusses the essential focus on comprehension in reading.
- GL Rec No. 121
6
Pages: 125-35 ERIC
- K.S. Goodman
Oral language miscues.
Viewpoints 48/1 1972
Argues that teachers must rid themselves of ethnocentric evaluations of children's speech.
- GL Rec No. 128
Pages: 13-28 ERIC
- K.S. Goodman
From the strawman to the tin woodman: A response to Mosenthal.
Reading Research Quarterly 12/4 1976-77
Responds to Mosenthal's critique of Goodman's work (see Volume 12, No. 1).
- GL Rec No. 93
Pages: 575-85 ERIC EJ165771
- K.S. Goodman and Y.M. Goodman
Learning about psycholinguistic processes by analyzing oral reading.
Harvard Educational Review 47/3 1977
States that reading is an active language process. The analysis of oral reading miscues can provide windows on reading and other language processes.
- GL Rec No. 88
Pages: 317-33 ERIC EJ167143
- K.S. Goodman and F.V. Gollasch
Word omissions: Deliberate and non-deliberate.
Reading Research Quarterly 16/1 1980
Explores why omissions take place and what their effects are on the reading process. Classifies word level omissions as being either deliberate or non-deliberate.
- RS Rec No. 31
Pages: 6-31 ERIC EJ234110
- K.S. Goodman
On valuing diversity in language.
Childhood Education 46 Dec. 1969
Argues that linguistic diversity in children's language should be cherished.
- GL Rec No. 127
Pages: 123-26 ERIC
- K.S. Goodman
Influences of the visual peripheral field in reading.
Res. in the Teaching of English 9/2 Feb. 1975
States that the influence of cues in the visual peripheral field is not a random one.
- RS Rec No. 106
Pages: 210-22 ERIC EJ135871
- K.S. Goodman
When a child reads: A psycholinguistic analysis.
Elementary English Jan. 1970
Offers a complete profile of a 9 year old child's reading.
- Rec No. 159
Pages: ERIC
- K.S. Goodman
Reading: A psycholinguistic guessing game.
Journal of Reading Specialist 6 May 1967
Discusses the selective process of reading and the use of miscues in analyzing reading.
- GL Rec No. 164
Pages: 126-135 ERIC
- K.S. Goodman
Reading: You can get back to Kansas anytime you're ready, Dorothy.
English Journal 63/8 Nov. 1974
Suggests that children need to be encouraged to use their linguistic knowledge when reading.
- CA Rec No. 113
Pages: 62-4 ERIC EJ109121
- K.S. Goodman
A linguistic study of cues and miscues in reading.
Elementary English 42 Oct. 1965
An early miscue study in which the author looked at reading of words in and out of context. He found that even first graders could read many words in context that they could not recognize on lists and that the proportion grew for 2nd and 3rd graders.
- RS Rec No. 1
Pages: 639-43 ERIC

K.S. Goodman and C. Buck
Dialect barriers to reading comprehension revisited.
Reading Teacher 27/1 Oct.1973
Uses miscue analysis to challenge some widely held beliefs about dialect.

GL Rec No. 117

7

K.S. Goodman Y.M. Goodman
To err is human.
New York Univ. Educ. Quarterly 12/4 Sum.1981

GL Rec No. 26

Pages: 14-19 ERIC EJ249531

Suggests that miscues show the effects of psycholinguistic processes that have led to unexpected responses. Miscues reveal cognitive schema that guide comprehension and verbalization.

Y.M. Goodman and R. Sims
Whose dialect for beginning readers?
Elementary English 51/6 1974

GL Rec No. 132

Pages: 837-41 ERIC

Suggests that an examination of coping behaviors rather than special dialect readers might prove more realistic insights into reading problems.

Y.M. Goodman
Retellings of literature and the comprehension process.
Theory into Practice 21/4 1982

RS Rec No. 14

Pages: 300-07 ERIC EJ275419

Students' retellings were analyzed to document how readers predict information, form concepts and relate material to their own background of experience. Classroom implications are discussed.

Y.M. Goodman
Using children's miscues for new teaching strategies.
Reading Teacher 23/5 Feb.1970
Introduces the concepts of building strategy lessons from children's miscues.

ST Rec No. 2

Pages: 455-59 ERIC

Y.M. Goodman
I never read such a long story before.
English Journal 63/8 Nov.1974
Teachers are encouraged to (1) let the students read, (2) encourage guessing and predicting, and (3) focus students on meaning.

CA Rec No. 112

Pages: 65-71 ERIC EJ109122

Y.M. Goodman
Reading diagnosis—qualitative or quantitative?
Reading Teacher 26/1 Oct.1972
Differentiation of qualitative miscue analysis and qualitative error count. Emphasizes strengths and weaknesses of readers.

GL Rec No. 131

Pages: 32-37 ERIC

J.W. Sourley
Discourse structure: Expectations of beginning readers and readability of text.
Journal of Reading Behavior 16/3 1984

RS Rec No. 170

Pages: 169-88 ERIC

The least readable portions of three primer and trade texts were identified through miscue analysis data from 9 beginning readers. Results suggested beginning readers were more successful when texts met their expectations about the discourse structure.

S. Granam and L. Miller
Miscue analysis: Application with handicapped students.
Diagnostic 4/1 1979

AM Rec No. 38

Pages: 35-41 ERIC EJ223624

Presents a technique for miscue analysis which has been used with handicapped students.

B.H. Greene and M. Watson
Psycho-what?
English Journal 65/2 Feb.1976

GL Rec No. 133

Pages: 39-44 ERIC

Describes the experiences of several teachers studying psycholinguistic theory for the first time.

P. Groff
A critique of an oral reading miscue analysis.
Reading World 19/3 Mar.1980
Notes various problems in the theory and applications of miscue analysis.

GL Rec No. 42

Pages: 254-64 ERIC EJ217600

- B.A. Gutknecht
How the handicapped are handicapped in reading.
Florida Reading Quarterly 11/3 1975
Based on author's original research, stresses the need of grapho-phonetic, syntactic and semantic reading instructional strategies, especially for less-able readers.
- GL Rec No. 134
Pages: 17-19 ERIC
- B.L. Heydorn and E.H. Cheek, Jr.
Reversals in reading and writing: Perceptual, developmental, diagnostic and remedial aspects.
Reading Improvement 19 Sum.1982
Suggests that reversals are a developmental phenomenon which may persist in some children who may or may not have reading difficulties.
- RS Rec No. 154
Pages: 123-28 ERIC
- D. Hittleman and H.A. Robinson
Readability of high school text passages before and after revision.
Journal of Reading Behavior 7 1975
This study looked at text revision based upon miscues in three areas: science, social studies, and English. Found that you can use miscue analysis to make text "easier" as measured by cloze, but so many other problems are created that its not worth it.
- RS Rec No. 169
Pages: 369-82 ERIC
- D.R. Hittleman
Seeking a psycholinguistic definition of readability.
Reading Teacher 26/8 1973
Discusses inadequacies of readability formulas and the cloze technique.
- GL Rec No. 135
Pages: 783-89 ERIC
- S.P. Hocevar and D. Hocevar
The effect of meaningful versus nonmeaningful rdng.material on oral rdng. errors in 1st through 3rd.
Journal of Reading Behavior 10/3 1978
Tested whether students reading material related to their backgrounds of experience would produce fewer oral reading errors than if material was unfamiliar.
- RS Rec No. 62
Pages: 297-99 ERIC EJ201178
- J.V. Hoffman and R. Clements
Reading miscues and teacher verbal feedback.
Elementary School Journal 84/4 Mar.1984
Explores teacher responses to oral reading miscues made by second graders. Found that poorer readers receive less constructive feedback than do better readers.
- CA Rec No. 6
Pages: 423-39 ERIC EJ297183
- J.V. Hoffman
On providing feedback to reading miscues.
Reading World 18/4 May 1979
Discusses importance of teacher feedback to oral reading miscues.
- CA Rec No. 55
Pages: 342-58 ERIC EJ203043
- J.V. Hoffman and C. Baker
Characterizing teacher feedback to student miscues during oral reading instruction.
Reading Teacher 34/8 May 1981
Presents FORMAS (feedback to oral reading miscue analysis system) as a procedure for teachers to use in evaluating their own feedback to students' oral reading miscues.
- CA Rec No. 28
Pages: 987-13 ERIC EJ245587
- J.V. Hoffman et al.
Guided oral reading and miscue focused verbal feedback in second-grade classrooms.
Reading Research Quarterly 19/3 Spr.1984
Explores relationships between readers' miscues and their teachers' verbal responses.
- CA Rec No. 7
Pages: 367-84 ERIC EJ296724
- J.V. Hoffman
Weighting miscues in informal inventories: A precautionary note.
Reading Horizons 28/2 Win.1988
States that weighting miscues on an informal inventory can result in an inappropriate independent reading level designation.
- AM Rec No. 44
Pages: 135-39 ERIC EJ215878
- S. Hoge
A comprehension-centered reading program using reader selected miscues.
Journal of Reading 27/1 Oct.1983
Describes an approach for discovering difficulties students have in their reading and suggests how strategy lessons can be designed to help students.
- CA Rec No. 5
Pages: 52-55 ERIC EJ289473

- J. Hood and J.R. Kendall RS Rec No. 110 9
A qualitative analysis of oral rdng. errors of reflective and impulsive 2nd graders: a follow-up...
Journal of Reading Behavior 7/3 1975 Pages: 269-81 ERIC EJ130758
Uses oral reading analysis to describe the strategies and miscues of reflective and impulsive 2nd graders.
- J. Hood RS Rec No. 102
Qualitative analysis of oral reading errors: The inter-judge reliability of scores.
Reading Research Quarterly 11/4 1975-76 Pages: 577-98 ERIC EJ144586
Detailed analysis of inter-judge reliability in scoring the RMI.
- J. Hood RM Rec No. 71
Is miscue analysis practical for teachers.
Reading Teacher 32/3 Dec.1978 Pages: 268-66 ERIC EJ939944
Describes a modified version of miscue analysis for classroom teachers.
- S.W. Howell and J.D. Riley CA Rec No. 82
Words for positive growth: Teacher—student interaction in reading instruction.
Reading Teacher 31/6 Mar.1978 Pages: 664-67 ERIC EJ177567
Discusses the importance of positive feedback to children's miscues.
- B.A. Hutson and J.A. Niles RS Rec No. 25
How similar are patterns of miscue in oral reading and cloze tasks.
Reading Improvement 18/2 Sum.1981 Pages: 144-49 ERIC EJ249839
Examines differences in the patterns of responses of primary school children in oral reading and an auditory cloze task. Found that the proportions of wrong responses and morphemically acceptable responses were greater for the cloze tasks.
- J.L. Johns GL Rec No. 185
Strategies for oral reading behavior.
Language Arts 52/8 1975 Pages: 1184-87 ERIC EJ136818
Intended to help teachers to understand oral reading behavior and how miscues can be used to design mini-lessons.
- K.R. Johnson GL Rec No. 136
Black dialect shift in oral reading.
Journal of Reading 18/7 Apr.1975 Pages: 535-40 ERIC
Illustrates examples of dialect-related miscues typically made by speakers of Black dialect.
- E.A. Jongsma RS Rec No. 74
The effect of training in miscue analysis on teachers' perceptions of oral reading behaviors.
Reading World 18/1 Oct.1978 Pages: 85-90 ERIC EJ188590
Reports evidence that training in miscue analysis helped 23 teachers become more sensitive to students' strengths and weaknesses in reading.
- M. Kamil and P.D. Pearson GL Rec No. 77
Error patterns in oral reading.
Reading Improvement 15/1 Spr.1978 Pages: 33-35 ERIC EJ181398
Five examples show how teachers can analyze oral reading errors informally, effectively, and inexpensively.
- M. Kaufman RS Rec No. 101
The oral reading sample in reading diagnosis.
Reading World 16/1 Oct.1976 Pages: 39-47 ERIC EJ144638
Discusses the oral reading errors made by one child to illustrate how a diagnosis is made (principally for instructional needs in word recognition).
- M.W. Kibby RS Rec No. 66
Passage readability affects the oral reading strategies of disabled readers.
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Suggests that teachers should use less difficult materials in miscue analysis in order to get a true picture of a child's syntactic and semantic strategies.

- W.J. Lambert and J.L. McCaleb RS Rec No. 95 10
Perform. by prospective teachers in distinguish. dialect features and miscues unrelated to dialect.
Journal of Reading 20/7 Apr.1977 Pages: 581-84 ERIC EJ158684
Examined responses made by prospective teachers when conducting an Informal Oral Reading Inventory with a student whose language exhibited some features of black dialect.
- W.J. Lambert RS Rec No. 59
Assessment of oral reading which exhibits dialect and language differences.
Journal of Reading 22/7 Apr.1979 Pages: 509-15 ERIC EJ202912
Describes procedures for assessing the oral reading of readers who exhibit dialect or second language influences in their speech.
- B. Lass CA Rec No. 3
Do teachers individualize their responses to miscues? A study of feedback during oral reading.
Reading World 23/3 Mar.1984 Pages: 242-54 ERIC EJ294667
Primary grade teachers show evidence of individualizing their responses to reading miscues. They disregard semantically acceptable miscues, provide instruction when letter cues are misused, and provide words when children hesitate on a word.
- L. Leslie RS Rec No. 27
The use of graphic and contextual information by average and below-average readers.
Journal of Reading Behavior 12/2 Sum.1980 Pages: 139-49 ERIC EJ246969
Examines the use of graphic and contextual information by average and below-average readers when reading with equal rates of miscues.
- L. Leslie and P. Osol RS Rec No. 57
Changes in oral reading strategies as a function of quantities of miscues.
Journal of Reading Behavior 18/4 Win.1978 Pages: 442-45 ERIC EJ202988
Describes miscue patterns in 8th grade children reading material of sixth-, eighth-, eleventh-, and thirteenth-grade readability.
- F.E. Love RS Rec No. 20
Rng. strategy lessons employing miscue analy. in psycholinguistic appr. to 2nd gr. rng. instr.
Reading Improvement 18/4 Win.1981 Pages: 299-301 ERIC EJ257757
Found no differences in the reading proficiency of second-grade students taught with an experimental reading strategy technique and those taught with traditional techniques.
- G. Malicky and C.A. Norman RS Rec No. 17
Reading strategies of adult illiterates.
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Suggests that strategies employed by adults are different than those used by children, and that adult education programs should take this factor into account.
- G.M. Maring CA Rec No. 78
Matching remediation to miscues.
Reading Teacher 31/8 May 1978 Pages: 687-91 ERIC EJ181339
Suggests ways to apply psycholinguistic principles in the classroom.
- E.R. Martin CA Rec No. 12
Theoretical orientation to reading and teacher verbal feedback: A selected review of recent lit.
J. of Classroom Interaction 18/1 Win.1982 Pages: 8-18 ERIC EJ277417
A review of the literature on verbal feedback, including feedback to miscues.
- J.M. Mason RS Rec No. 109
Overgeneralization in learning to read.
Journal of Reading Behavior 8/2 Sum.1976 Pages: 173-82 ERIC EJ158112
An acquisition model of decoding explains the kinds of miscues children make when reading.
- S. McNaughton CA Rec No. 18
The influence of immediate teacher correction on self-corrections and proficient oral reading.
Journal of Reading Behavior 13/4 Win.1981 Pages: 365-71 ERIC EJ259276
Shows that when readers read independently after immediate correction, they self-corrected smaller percentages of words and were less accurate in word identification.

- J.W. Miller GL Rec No. 116 11
An interdisciplinary view of reading as a qualitative process.
Reading Improvement 10/2 1973 Pages: 40-45 ERIC EJ095953
Discusses the basic precepts of the Reading Miscue Inventory as an evaluation of oral reading.
- J.W. Miller RS Rec No. 111
Disruptive effects: A phenomenon in oral reading.
Reading Horizons 15/4 Sum.1975 Pages: 198-207 ERIC EJ128786
Suggests that a higher incidence of miscues is associated with close proximity to unknown words.
- M. Monroe RS Rec No. 156
Methods for diagnosis and treatment of cases of reading disability.
Genetic Psychology Monographs 4 1928 Pages: 334-456 ERIC
Classic study in reading, includes error counts and analysis used to distinguish "retarded" and "normal" readers.
- P. Mosenthal GL Rec No. 92
Bridge principles in an abridged reply to Goodman.
Reading Research Quarterly 12/4 1976-77 Pages: 586-603 ERIC EJ155773
Responds to Goodman's criticism of his critique of Goodman's work.
- H. Newman GL Rec No. 79
Oral reading miscue analysis is good but not complete.
Reading Teacher 31/8 May 1978 Pages: 883-86 ERIC EJ181338
Discusses differences between oral and silent reading and suggests that each must be evaluated to understand the reading process.
- T. Nicholson RS Rec No. 65
The relative effects of different error types on children's understanding of connected discourse.
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Examined the effects of different types of word misidentification on children's comprehension of text. Found that results vary depending on the way comprehension is measured.
- T. Nicholson et al. RS Rec No. 32
Effects of embedded anomalies and oral reading errors on children's understanding of stories.
Journal of Reading Behavior 11/4 Win.1979 Pages: 333-54 ERIC EJ234084
Calls for a model of reading which accounts for prior knowledge, complexity of the comprehension task, familiarity with the text, and the level of understanding required by readers.
- E.B. Nieratka, D.E. DeFord and L. Meeker CA Rec No. 178
An effective screening profile in rdng. for high risk students: A matter of convenience or service?
Viewpoints Teaching & Learning 56/2 Spr.1980 Pages: 65-73 ERIC
The authors argue that reliance upon standardized test scores as a sole means of predicting success or failure in university programs is not effective or efficient.
- M.D. Page GL Rec No. 139
Environmental context: Key to a broader spectrum on the word recognition scene.
The Michigan Reading Journal 4 1978 Pages: 17-28 ERIC
Discusses influence of environmental context to broaden concept of word recognition.
- M.D. Page GL Rec No. 137
A linguistic appraisal of isolated word recognition testing.
The Michigan Reading Journal 5/2 1971 Pages: 28-35 ERIC
Appraises tests of word recognition by linguistic criteria.
- M.D. Page GL Rec No. 141
Observing oral reading: a language-bound process.
Illinois Rdng. Council Journal 1/1 1973 Pages: 17-18 ERIC
Discusses language base to observation of oral reading.

- W.D. Page GL Rec No. 138 12
Are we beginning to understand oral reading?
Reading World 13/3 1974 Pages: 161-70 ERIC
Defines altercues (any oral reading deviation) supercues (meaningful altercues) and psuedocues (meaningless altercues).
- H.D. Page GL Rec No. 143
The author and the reader in writing and reading.
Res. in the Teaching of English 8/2 1974 Pages: 170-83 ERIC
Theoretical view of roles of readers and writers in the two processes.
- W.D. Page and K.L. Carlson GL Rec No. 146
The process of observing oral reading scores.
Reading Horizons 15/3 1975 Pages: 147-50 ERIC
A study of how reading specialists view oral reading and what they consider errors.
- W.D. Page GL Rec No. 145
The reading process: Its evaluation through miscues.
Educ. Children: Early & Mid. Yrs 28/2 1975 Pages: 17-21 ERIC
Interprets the findings of miscue analysis into a series of principles for teachers to consider when evaluating the reading process.
- W.D. Page GL Rec No. 140
Inquiry into an unknown word.
School Review 83/3 1976 Pages: 461-77 ERIC
Theoretical explanation of how readers cope with unknown words. Includes discussion of Goodman cueing systems and suggests implications for instruction and research.
- W.D. Page RS Rec No. 45
Oral reading error correction behavior and Cloze performance.
Reading World 19/2 Dec. 1979 Pages: 168-78 ERIC EJ214132
Correction behavior in the reading of 48 elementary school children is related to comprehension, measured by Cloze procedure.
- W.D. Page GL Rec No. 142
Pseudocues, supercues, and comprehension.
Reading World 15/4 May 1976 Pages: ERIC
Finds that unacceptable miscues behave as mistakes in relation to cloze, but acceptable miscues are not significantly related to cloze.
- W.D. Page RS Rec No. 83
Comprehending and Cloze performance
Reading World 17/1 Oct. 1977 Pages: 17-21 ERIC EJ171386
Compares comprehending scores from oral reading with scores from an oral Cloze test.
- W.D. Page GL Rec No. 144
The post oral reading Cloze test: New link between oral reading and comprehension.
Journal of Reading Behavior 7/4 Win. 1975 Pages: 383-89 ERIC
Demonstrates that post oral-reading cloze tests are strongly predictive of silent reading cloze tests.
- C.S. Payne RS Rec No. 157
The classification of errors in oral reading.
Elementary School Journal 31 1938 Pages: 142-46 ERIC
An early study of oral reading errors, using words in isolation as well as in context.
- J.J. Pikulski CA Rec No. 103
Linguistics applied to reading instruction.
Language Arts 53/4 Apr. 1976 Pages: 373-77 ERIC EJ141130
Implications for classroom instruction from work in linguistics and psycholinguistics are discussed.

- F. Potter AM Rec No. 34 13
Miscue analysis: A cautionary note.
Journal of Research in Reading 3/2 Sep. 1980 Pages: 116-28 ERIC EJ234051
Presents a modified form of miscue analysis that claims to avoid the "confounding" effects of a reader's ability to use graphic cues.
- B. Raisner RS Rec No. 75
Adult reading strategies: Do they differ from the strategies of children?
Reading World 18/1 Oct. 1978 Pages: 37-47 ERIC EJ188585
Studied reading strategies of 14 black adult college students who were not proficient readers and offers suggestions for college remedial reading programs.
- B. Raisner GL Rec No. 149
Adult reading strategies: Do they differ from strategies of children?
Reading World 18 Oct. 1978 Pages: 33-47 ERIC
Compared adult readers with Burke's 6th grade readers on use of syntactic cues.
- C.J. Ramig and M.A. Hall RS Rec No. 41
Reading strategies of 1st grade children taught by a language experience approach and a basal approach.
Reading World 19/3 Mar. 1980 Pages: 280-89 ERIC EJ217603
Studied first graders taught with either a language experience approach or a basal approach and concluded that there were no significant differences in the cues used by the two groups.
- D.R. Recnt GL Rec No. 108
The self-correction process in reading.
Reading Teacher 29/7 Apr. 1976 Pages: 632-36 ERIC EJ134376
Argues that self-correction is an indicator that a reader is comprehending.
- P. Rigg RS Rec No. 80
Dialect and/in/for reading.
Language Arts 55/3 Mar. 1978 Pages: 285-90 ERIC EJ181209
Discusses ways students can avoid miscues caused by eye dialects in their reading.
- S.S. Rode RS Rec No. 114
Development of phrase and clause boundary reading in children.
Reading Research Quarterly 10 1974-75 Pages: 124-42 ERIC EJ107224
Studied the effects of syntactic structure on the eye-voice scan using children at three developmental levels.
- M.H. Rudley GL Rec No. 98
ERIC/RCS: Miscue analysis research: Implications for teacher and researcher.
Reading Teacher 30/5 Feb. 1977 Pages: 580-83 ERIC EJ151282
Reviews pertinent literature in ERIC.
- M.C. Sadoski RS Rec No. 167
An exploratory study of relationships between reported imagery & the comprehension & recall of a story.
Reading Research Quarterly 19 1983 Pages: 110-23 ERIC
Demonstrates relationships between the comprehension process score, miscue format retellings, and reported mental imagery. Provides validity and reliability for comprehension process scores and retellings.
- M.C. Sadoski and M.D. Page RS Rec No. 166
Miscue combination scores and reading comprehension: Analysis and comparison.
Reading World 24 1984 Pages: 43-53 ERIC
Provides directions for, validity for, and comparison of, several miscue combination process scores, and the altercue index.
- M.C. Sadoski, M.D. Page, and R.F. Carey RS Rec No. 165
Empirical testing of new miscue scoring technique.
New England Read. Assoc. Journal 16 1981 Pages: 41-47 ERIC
Provides criterion-related validity for the comprehension process score through correlation with cloze scores and standardized test scores.

- A. Schlieper RS Rec No. 34 14
 Oral reading errors in relation to grade and level of skill.
 Reading Teacher 31/3 Dec.1977 Pages: 283-87 ERIC EJ163587
 Children learn to use strategies which focus on meaning and language as their reading ability progresses.
- A. Schlieper RS Rec No. 158
 Reversal and sequence errors in a meaningful text.
 Reading Improvement 17 Spr.1980 Pages: 74-79 ERIC
 Found that reversals occurred infrequently and did not seem to signal reading problems for the 1st, 2nd, & 3rd graders reading a meaningful text.
- R.E. Shafer CA Rec No. 89
 What teachers should know about psycholinguistics in reading and miscue analysis.
 English Quarterly 18/1 Spr.1977 Pages: 49-54 ERIC EJ165785
 Discusses applications of miscue analysis and psycholinguistic work.
- A.J. Shannon CA Rec No. 10
 Diagnosis, remediation and management of reading miscues among children of limited Eng. proficiency.
 Reading Improvement 20/3 1983 Pages: 224-29 ERIC EJ288077
 Argues that children with limited oral proficiency in English are often mistakenly judged as poor readers on formal and informal measures. Suggests strategies for dealing with true miscues in oral reading.
- B.W. Sherman CA Rec No. 43
 Reading for meaning: Don't let word study blind your students.
 Learning 8/3 Nov.1979 Pages: 41-44 ERIC EJ216872
 Discusses common misconceptions about children's reading and presents practical suggestions for the classroom.
- R.B. Shuman GL Rec No. 104
 Some reasons for oral reading.
 Reading Horizons 16/3 Spr.1976 Pages: 170-76 ERIC EJ139217
 Suggests that students need to hear literature read orally throughout the grades; less proficient readers should not be embarrassed; and dialect differences should be accepted if meaning is retained.
- F. Siegel AM Rec No. 51
 Adopted miscue analysis.
 Reading World 19/1 Oct.1979 Pages: 36-43 ERIC EJ289317
 Presents a form of miscue analysis for use by classroom teachers.
- R. Sims GL Rec No. 147
 Miscue analysis--emphasis on comprehension.
 J. of New England Rdng.Assoc. 1975 Pages: ERIC
 A discussion of how miscue analysis provides information about comprehending/comprehension in reading.
- Y. Siu-Rungan RS Rec No. 168
 Using the retelling technique to investigate and enhance comprehension.
 Illinois Rdng. Council Journal 7 1979 Pages: 24-27 ERIC
 Author explains the retelling technique and discusses how to use it to develop and investigate comprehending strategies.
- L. Smith and C. Weaver RS Rec No. 61
 A psycholing. look at the IRI Part I: Looking at the quality of readers' miscues: A rationale ...
 Reading Horizons 19/1 1978 Pages: 12-22 ERIC EJ201226
 Discusses the importance of quality rather than quantity when analyzing oral reading miscues and presents ways to analyze miscues for insights into appropriate instruction.
- D.L. Spiegel and C. Rogers CA Rec No. 38
 Teacher responses to miscues during oral reading by second-grade students.
 Journal of Educational Res. 74/1 1980 Pages: 8-12 ERIC EJ237783
 Suggests that some teachers view exact word identification to be the goal of oral reading and they often miss opportunities to guide students toward a focus on meaning.

- J.C. Stansell CA Rec No. 56 15
Instructional needs in secondary reading: An illustrative case study.
Reading World 18/2 Dec.1978 Pages: 156-65 ERIC EJ283824
Presents a case study of a high-school reader whose miscue patterns reveal an instructionally-induced overreliance on grapho-phonemic cues at the expense of meaning. Suggests instructional strategies to help the reader.
- J.C. Stansell GL Rec No. 29
The language of print.
English Education 13/1 Feb.1981 Pages: 23-31 ERIC EJ243718
Uses miscue examples and writing samples to illustrate the effects of instruction on written language use.
- M.L. Taft and L. Leslie RS Rec No. 172
The effects of prior knowledge and oral reading accuracy on miscues and comprehension.
Journal of Reading Behavior 17/2 1985 Pages: 163-179 ERIC
Found that children with high prior knowledge made fewer miscues resulting in meaning loss, and their miscues were less graphically similar to the text word than children with low prior knowledge.
- B.M. Taylor and L. Nusbush CA Rec No. 9
Oral reading for meaning: A technique for improving word identification skills.
Reading Teacher 37/3 Dec.1983 Pages: 234-37 ERIC EJ289453
Suggests that poor readers need to correct their miscues in order to read for meaning. Presents a four-step technique for encouraging corrections.
- J. Taylor GL Rec No. 174
Making sense: The basic skill in reading.
Language Arts 54/6 Sep.1977 Pages: 668-72 ERIC
Suggests ways of encouraging readers to make sense when they read.
- M. Thomson RS Rec No. 173
A psycholinguistic analysis of reading errors made by dyslexics and normal readers.
J. of Research in Reading 1/1 Pages: 7-28 ERIC
Dyslexic children in this study made more errors at the grapho-phonemic level than at the syntactic and semantic level, while the control group made more errors at the bound morpheme, phrase and sentence level.
- E.L. Thorndike RS Rec No. 148
Reading as reasoning: A study of mistakes in paragraph reading.
Reading Research Quarterly 6 1971 Pages: 425-34 ERIC
Reprinted from J.Ed.Psy. 9/16, 1917, this early article advocates "reading for meaning".
- J.P. Tortelli AM Rec No. 107
Simplified psycholinguistic diagnosis.
Reading Teacher 29/7 Apr.1976 Pages: 637-39 ERIC EJ134377
Presents a method for analyzing the miscues of elementary school children.
- D.R. Tovey CA Rec No. 48
Teachers' perceptions of children's reading miscues.
Reading Horizons 19/4 Sum.1979 Pages: 382-87 ERIC EJ212193
Evaluated teachers' responses to students' miscues and found that teachers objected most strongly to dialect-related miscues.
- E.G. Wangberg and B. Thompson RS Rec No. 15
Miscue and cognitive development patterns of differentially skilled readers.
Reading Improvement 19/2 Sum.1982 Pages: 98-103 ERIC EJ266953
Cognitive development tasks showed that proficient readers are especially sensitive to semantic cues. Suggests that these tasks may be used to evaluate reading readiness.
- D.J. Watson CA Rec No. 68
Reader selected miscues: Getting more from sustained silent reading.
English Education 10/2 Dec.1978 Pages: 75-85 ERIC EJ195974
Describes a technique which involved junior high students in identifying and dealing with their own miscues.

D.J. Watson and J.C. Stansell
Miscues we have known and loved.
Reading Psychology 1/2 Spr. 1988

GL Rec No. 40

16

Pages: 127-32 ERIC EJ217658

Uses miscue examples to illustrate the nature of the reading process and how it is influenced by various kinds of situations.

K. Watson

GL Rec No. 171

Miscueing: Everybody does it.
English Education 17/2 May 1985

Pages: 67-68 ERIC

Discusses miscues made by university students majoring in English.

C. Weaver and L. Smith

RS Rec No. 58

A psycholing. look at the IRI Part II: Inappropriate inferences from an Informal Reading Inventory.
Reading Horizons 19/2 Win. 1979

Pages: 103-11 ERIC EJ202927

Points out the importance of distinguishing between the quality of miscues and the quantity of miscues.

R. Weber

GL Rec No. 152

The study of oral reading errors: A survey of the literature.
Reading Research Quarterly 4 1968

Pages: 96-119 ERIC

Reviews how miscues have been analyzed in more than 30 research studies.

R. Weber

RS Rec No. 151

A linguistic analysis of first grade reading errors.
Reading Research Quarterly 5 spr. 1970

Pages: 427-51 ERIC

Analysis of information readers use in identifying words; comparison of errors of the weaker readers to those of the stronger.

L.E. Williamson and F. Young

AM Rec No. 115

The IRI and RMI diagnostic concepts should be synthesized.
Journal of Reading Behavior 6/2 Jul. 1974

Pages: 183-94 ERIC EJ105662

Argues that Reading Miscue Inventory concepts should be utilized within the boundary set by Informal Reading Inventory procedures.

K.L. Wixson

GL Rec No. 46

Miscue analysis: A critical review.
Journal of Reading Behavior 11/2 Sum. 1979

Pages: 163-75 ERIC EJ214892

Discusses trends in miscue analysis and states that miscue patterns are the result of complex interactions among many variables.

K.X. Young

GL Rec No. 76

Language cues and effective reading.
Educational Perspectives 17/1 Mar. 1978

Pages: 18-23 ERIC EJ186279

Discusses the ways language cues are used in reading, describes methods for evaluating readers' processing of cues and suggests ways to promote more effective reading strategies.

P. Yurkowski and C. Ewoldt

GL Rec No. 176

A case for the semantic processing of the deaf reader.
American Annals of the Deaf in press

Pages: ERIC

This case study of a proficient deaf reader supports the notion that print can be processed by the deaf without being mediated through syntax and that semantics can guide deaf readers' processing of syntax.

J.B. Zutell

CA Rec No. 81

Teacher informed response to reader miscue.
Theory Into Practice 16/5 Dec. 1977

Pages: 384-91 ERIC EJ180352

Discusses ways teachers use oral reading analysis to understand why students make miscues. Understanding why miscues are made enables teachers to help students improve their reading.

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- P.D. Allen (editor) and D.J. Watson (editor)
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS
Urbana, Illinois NCTE 1976
Provides background for the Miscue Research Studies, describes the Goodman Taxonomy, and contains essays on reading instruction, strategies, and implications. Bibliography of related readings.
- Rec No. 9 ERIC No. ED129752
Edition: Cat. CA
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- B. Aitwerger and K.S. Goodman
STUDYING TEXT DIFFICULTY THROUGH MISQUE ANALYSIS. Occas. Paper #3
Univ. of AZ, Tucson Pgrm. Lang. & Lit. 1981
Reports a study of three texts using the miscue data base to identify points of text difficulty.
- Rec No. 3 ERIC No. ED209657
Edition: Cat. RS
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- K.S. Goodman and F.V. Gollasn
WORD OMISSIONS IN READING: DELIBERATE AND NON-DELIBERATE. Occas. Paper #2
Univ. of AZ, Tucson, Pgrm. Lang. & Lit. 1981
A study of omission substitutions which leads to an elaboration of Goodman's Reading Model.
- Rec No. 2 ERIC No. ED210631
Edition: Cat. RS
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- K.S. Goodman and S. Gessass
TEXT FEATURES AS THEY RELATE TO MISQUES: PRONOUNS. Occas. Paper #7
Univ. of AZ, Tucson Pgrm. Lang. & Lit. 1983
Uses the miscue data base to study miscues on pronouns by 2nd, 4th, and 6th grade readers.
- Rec No. 15 ERIC No.
Edition: Cat. RS
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- K.S. Goodman
TEXT FEATURES AS THEY RELATE TO MISQUES: DETERMINERS. Occas. Paper # 8
Univ. of AZ, Tucson, Pgrm. Lang. & Lit. 1983
Uses the miscue data base to study miscues on determiners by 2nd, 4th, and 6th graders.
- Rec No. 16 ERIC No.
Edition: Cat. RS
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- K.S. Goodman and L.B. Bird
THE WORDING OF TEXTS: INTRA-TEXT WORD FREQUENCY. Occas. Paper #6
Univ. of AZ, Tucson, Pgrm. Lang. & Lit. 1982
A study of texts used in Miscue Analysis to study relative word frequency within texts.
- Rec No. 17 ERIC No.
Edition: Cat. RS
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- K.S. Goodman and D.S. Niles
READING: PROCESS AND PROGRAM.
Urbana, IL NCTE 1970
Contains monograph by Goodman discussing the psycholinguistic process as well as an application of these concepts in a school situation by Niles.
- Rec No. 14 ERIC No. ED072431
Edition: Cat. GL
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- K.S. Goodman (compiler) and Y.M. Goodman (compiler)
LINGUISTICS, PSYCHOLINGUISTICS, AND THE TEACHING OF READING: ANNOT. BIB.
Newark, DE IRA 1980
Topics include: begin. rding.; comor., semantics, & meaning; curric.; lang. differences; discourse anal.; applic. of ling. & psycholing. to rding.; instruction; miscue anal.; oral & written lang.; syntax, grammar, & inton.; testing; rding. theory, words.
- c No. 5 ERIC No. ED190994
Edition: 3rd Cat. GL
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- K.S. Goodman (editor)
MISQUE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL NCTE 1973
Series of essays about what we learn from children about reading and how to apply that knowledge.
- Rec No. 13 ERIC No. ED080973
Edition: Cat. CA
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- Y.M. Goodman and C.L. Burke
READING MISQUE INVENTORY, Manual, Procedure for Diagnosis and Evaluation
New York: Richard C. Owen 1972
This is the original form of the Reading Miscue Inventory originally published by Macmillan. A revised form is under development.
- Rec No. 1 ERIC No.
Edition: Cat. MA
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S. Graham and F. Hudson

ORAL READING MISQUES OR ERRORS: A BIBLIOGRAPHY OF RESEARCH.
1978

Rec No. 7 ERIC No. ED159684
Edition: Cat. GL

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Partially annotated bibliography includes 154 reports on the analysis of oral reading miscues.

J. Harste and R. Carey (editors)

NEW PERSPECTIVES ON COMPREHENSION. Monographs in Language & Adng. Studies Edition:
Bloomington, IN Indiana Univ. 1979

Rec No. 18 ERIC No.
Edition: Cat. GL

Includes eleven essays describing issues, problems, and trends in contemporary reading research and theory, with an emphasis on comprehension research. Chapters include those by: K.S. Goodman, P.D. Pearson, R. Spiro, R. Tierney, Tuinman, Page, etc.

S. Hudelson (editor)

LEARNING TO READ IN DIFFERENT LANGUAGES. Ling. & Lit. Series: 1.
Washington, D.C. Cntr. Appl. Ling. 1981

Rec No. 4 ERIC No. ED198744
Edition: Cat. GL

Includes papers on the acquisition of reading skills, several which are based on insights from miscue analysis.

W.D. Page

CONCISE MISQUE BIBLIOGRAPHY.
ERDS 1973

Rec No. 12 ERIC No. ED083545
Edition: Cat. GL

Provides a comprehensive bibliography on the methodology of miscue research and application of theory to practice.

W.D. Page (editor)

HELP FOR THE READING TEACHER: NEW DIRECTIONS IN RESEARCH.
Washington, D.C. NCTE 1975

Rec No. 10 ERIC No. ED101322
Edition: Cat. GL

Designed to bridge the gap between teachers and research in such topics as the cloze procedure, readability formulas, miscue analysis, reading strategies, informal reading inventories, and content area reading.

R.B. Ruddell

READING--LANGUAGE INSTRUCTION: INNOVATIVE PRACTICES.
Englewood Cliffs, NJ Prentice-Hall 1974

Rec No. 11 ERIC No. ED084490
Edition: Cat. GL

Includes a discussion about the development of reading miscue analysis.

A.M. Scales and J. D. Peebles (editors)

READING AND WRITING: CONCEPTS FOR TEACHING AND LEARNING.
1979

Rec No. 19 ERIC No. ED229765
Edition: Cat. CA

1979 PROCEEDINGS OF LANGUAGE COMMUNICATIONS CONFERENCES (30th and 31st). Contains eight papers addressing a variety of issues in communication skills and language arts instruction.

R.E. Shafer (editor)

APPLIED LINGUISTICS AND READING.
Newark, DE IRA 1979

Rec No. 6 ERIC No. ED170711
Edition: Cat. GL

Presents linguistic theory as it applies to teaching reading. Includes a discussion of miscue analysis with an emphasis on comprehension.

R.B. Shuman

STRATEGIES IN TEACHING READING: SECONDARY. Curriculum Series.
West Haven, CT NEA 1978

Rec No. 8 ERIC No. ED158237
Edition: Cat. CA

Includes a chapter on insights from miscue analysis as a key to understanding reading problems.

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- J. Allen ED240518 CA
Theoretical models of reading: Implications for the beginning reader.
1983 Record No. 31
Argues that teachers need to make children aware of the different reading strategies available to them.
-
- P.D. Allen RS
A psycholinguistic analysis of the substitution of miscues of selected oral readers in grades 2, 4, and 6 and the relationship ...
1969 Doctoral Dissertation, Wayne State University, Detroit, Michigan Record No. 141
Recommends syntactic and semantic accept. miscues not be corrected by teachers; oral reading be kept to a minimum; reading material should be real language. Says no sequential process in reading development.
-
- R.L. Allington and M. Strange ED135248 RS
Effects of grapheme substitutions in connected text upon reading behaviors.
1977 Record No. 114
Found that poor readers' responses to altered words seemed less bounded to graphic cues than did those of the good readers.
-
- E.K. Allouche 77-31814 RS
The application of miscue analysis to the oral reading of vocalized and unvocalized Hebrew texts.
1977 Doctoral Dissertation, The Ohio State University Record No. 25
Concluded that artificial reduction of the graphic display did not seem to promote more efficient or effective use of the various cueing systems.
-
- H.C. Amoroso ED162278 RS
A psycholinguistic analysis of the oral and silent reading performance of selected standard IV subjects in Trinidad and Tobago, W. Indies
1978 Technical Report No. 468. Record No. 91
Describes the overall reading ability of 200 students and explores the extent to which linguistically related reading difficulties were manifested in their oral and silent reading.
-
- J. Anderson ED222885 RS
The measurement of the perception of cohesion: A second language example.
1982 Record No. 41
Students' perception of textual cohesion was measured by asking them to read texts containing deletions. Miscue analysis did not indicate serious weaknesses in the students' reading.
-
- J. Anderson ED198516 AM
New miscue analysis: A tool for comprehension reading.
1980 Record No. 59
Presents a form of miscue analysis which combines Cloze with the traditional RMI.
-
- N.C. Andrews ED140247 RS
Six case studies in learning to read.
1976 Doctoral Dissertation, Indiana University UMI-#77-03274 Record No. 108
Miscue analysis was used to describe the individual strategies developed by six first-grade children over a seven-month period.
-
- K.H. Au ED159590 RS
An analysis of oral reading errors and its implications for improvement of reading instruction.
1976 Technical Report No. 58 Record No. 96
The oral reading errors of 15 second graders were analyzed to find out if strategies used by good and poor readers could be differentiated.
-
- M.W. Aulis ED189594 AM
QASOR: A framework for interpreting silent and oral reading.
1979 Record No. 68
Presents guidelines for using QASOR, an adaptation of the Reading Miscue Inventory.
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|---|----------|----|----------------|
| M. Baghban
Practicality and literacy.
1981
Argues for natural literacy development and a process orientation in instruction. | ED206411 | CA | 20 |
| <hr/> | | | |
| M.C. Barber
The oral reading behaviors of early readers.
1982 Doctoral Dissertation, University of Texas at Austin
Used miscue analysis to investigate the oral reading behaviors of 20 kindergarten children who learned to read before entering school. | 82-17823 | RS | Record No. 12 |
| <hr/> | | | |
| B. Barker
The effect of graphic and phonemic similarity on syntactic acceptability.
1983 Master's Thesis, University of North Florida
Graphic & phonemic similarity are only slightly related to syntactic acceptability. Graphic similarity appears to be more independent of syntactic accept. than does phonemic sim. | | RS | Record No. 168 |
| <hr/> | | | |
| T.W. Bean
Recent psycholinguistic research in reading and Hawaiian Islands dialect.
1976
The conclusions of previous dialect miscue research in Hawaiian Is. dialect are described and two recent miscue studies involving Hawaiian pop. are summarized. Inc. instructional impl. | ED137770 | GL | Record No. 110 |
| <hr/> | | | |
| T.W. Bean
An analysis of the oral reading miscues of Hawaiian Islands dialect speakers in grades four, five, and six.
1976 Doctoral Dissertation, Arizona State University
Compares in detail the oral reading strategies of 50 students who were speakers of Hawaiian Islands dialect. | ED133710 | RS | Record No. 120 |
| <hr/> | | | |
| A.M. Bianchi
Qualitative and descriptive analysis of the oral reading of narrative and expository material by 8th grade students in the 1st & 3rd of a bilingual program. 1980 Doctoral Dissertation, University of Northern Colorado
Several differences in patterns of miscues and retellings were found between 1st & 3rd year students in the same bilingual program. | 81-08216 | RS | Record No. 17 |
| <hr/> | | | |
| P.E. Board
Toward a theory of instructional influence: Aspects of the instructional environment & their influence on children's acquisition of reading. 1982 Doctoral Dissertation, University of Toronto | 85-51889 | RS | Record No. 30 |
| <hr/> | | | |
| N. Boraks and S. Schumacher
Ethnographic research on word recognition strategies of adult beginning readers.
1981 Technical Report, Office of Vocational & Adult Education
Identifies the reading strategies which facilitated or inhibited the progress of adult beginning readers. | ED219552 | RS | Record No. 44 |
| <hr/> | | | |
| A.M. Bottnof
Reading strategies and comprehension of average second-grade readers reading a basal text with or without illustrations.
1980 Doctoral Dissertation, The University of Oklahoma
Concluded that miscues reflect responses to a greater extent than they reflect responses to alternative cues, such as illustrations. | 80-27506 | RS | Record No. 20 |
| <hr/> | | | |
| R.J. Bousquet
A primer of black English for informal reading inventory error/miscue analysis.
1978
Provides information on black English to be used by teachers as they score miscues. | ED181446 | GL | Record No. 76 |
| <hr/> | | | |
| M.A. Brady et al.
OROS—Oral Reading Observation System. Observer's Training Manual.
1976 Also see ED161019.
Provides self-instruction materials for OROS, designed to teach accurate coding of teacher/pupil verbal interactions during oral reading instruction. | ED163600 | CA | Record No. 89 |

- P.E. Brazee ED131400 RS
A qualitative and quantitative description of eighth grade students' oral reading in both narrative and expository materials.²¹
1976 Doctoral Dissertation, University of Northern Colorado 76-23,166 Record No. 124
Describes in detail the strategies used by 8th graders reading expository and narrative materials.
-
- D.P. Brody ED085659 RS
A psycholinguistic comparison of oral reading behavior of proficient and remedial readers.
1973 Masters Thesis, Rutgers University Record No. 136
Used the RMI to compare strategies of good and poor fourth grade readers, in order to determine whether the RMI could delineate qualitative differences between the groups.
-
- C.L. Burke 70-3416 RS
A psycholinguistic description of grammatical restructurings in the oral reading of a selected group of middle school children.
1969 Doctoral Dissertation, Wayne State University, Detroit, Michigan Record No. 142
Concludes that the use of the transformational grammar concept of deep and surface structures with consideration for interrelationship between meaning & structure offers a sound basis
-
- L.J. Button 80-28320 RS
Standardized rmg.test scores & informal rmg.inventory results with miscue analysis for above & below avg. 3rd graders: a comparison 1980 Doctoral Dissertation, University of Northern Colorado Record No. 19
Used a modified form of misc.anal. & found rmg.strat. for below avg. students used graphoanomic, syntactic & semantic cues in nearly equal proportions; semantic dominant for better rdrs.
-
- R.F. Carey 79-11342 RS
A psycholinguistic analysis of the effects of semantic acceptability of oral reading miscues on reading comprehension.
1978 Doctoral Dissertation, University of Connecticut Record No. 180
Found that oral rmg.miscues, when considered on the basis of degree of semantic accept. and correction behavior, maintain a persistent and significant relat. with comprehension perform.
-
- K.L. Carlson 71-17243 RS
A psycholinguistic description of selected fourth grade children reading a variety of contextual material.
1970 Doctoral Dissertation, Wayne State University, Detroit, Michigan Record No. 143
Miscue analysis was used to study 4th graders reading basal reader, science, and social studies material. Data support the theory that reading is a psycholinguistic reading process.
-
- G.J. Cavuto 82-23616 RS
Teacher feedback to students' miscues as a reflection of teacher theoretical orientation.
1982 Doctoral Dissertation, Hofstra University Record No. 9
Investigated the relationship between the kinds of feedback teachers gave to students who miscued during oral reading instruction & the teacher's theoretical orientations to reading.
-
- J.C. Christiansen et al. ED200915 RS
Relationship between cognitive style and the acquisition of meaning in content reading.
1980 Record No. 55
Reports findings of a study concerned with the effectiveness and efficiency with which 9th grade field dependent & field independent readers processed prose at three difficult levels.
-
- R.E. Coles 82-18454 RS
The reading strategies of selected junior high students in the content areas.
1981 Doctoral Dissertation, University of Arizona, Tucson Record No. 15
Investigated the rmg.strategies selected junior high school students employ when rmg.social st., science, and literature in school and a self-selected passage in a non-school setting.
-
- J.E. Coomber 72-18972 RS
A psycholinguistic analysis of oral rmg. errors made by good, average, and poor readers.
1971 Doctoral Dissertation, University of Wisconsin Record No. 175
Examined the extent to which good, average, and poor 3rd graders depend on 2 main types of reading cues—graphic features and context—in making substitution miscues.
-
- J. Corliss RS
Readers and story: The expressed and revealed concepts of story of three children responding to fantasy fiction.
1984 Master's Thesis, Sonoma State University Record No. 181

J. Cox

RS

22

An explanation of the relationship bet. teachers' responses to oral reading miscues, their theoretical orientation, & their purposes
... 1982 Master's Thesis, Sonoma State University

Record No. 182

A.C. Curtis

82-29539

RS

A study of the effects of process-oriented rdng.instruction and self-concept enhancement on rdng.acchiev.among community college students. 1982 Doctoral Dissertation, University of Massachusetts
Miscue analysis showed that partic.in the process-oriented instr.did not signif.improve their ability to process syntactic information, but did signif.improve semantic processing.

Record No. 5

K. D'Angelo

ED190982

AM

Clinical research: Miscue analysis and phonics inventories.
1980

Record No. 67

M.E. Dank

ED126431

RS

A study of the relationship of miscues to the mode of formal reading instruction received by selected second graders.
1976 Doctoral Dissertation, University of Massachusetts 76-14,676
Found definite relationships between the kind of instruction received and the kinds of miscues made by second graders.

Record No. 128

B. Javey

72,6282

RS

A psycholinguistic investigation of cognitive styles and oral reading strategies in achieving and underachieving 4th grade boys.
1971 Doctoral Dissertation, Case Western Reserve Univ.
Results suggest cognitive styles are implicated in reading underachievement, as reflected through unsuccessful and inefficient hypotheses-testing strategies in oral reading.

Record No. 144

R.J. De Santi

ED141778

RS

The older reader: An investigation of the reading strategies, habits and interests of four persons sixty years of age or older.
1976 Doctoral Dissertation, Indiana University UMI 877-23285
Concludes that the ability to comprehend does not insure comprehension; exposition allows use of language skills more effectively than narration; and accessibility of reading mat...

Record No. 185

J.A. DeLaster

71-1897

RS

Oral reading errors of second grade children exposed to two different reading approaches.
1972 Doctoral Dissertation, Teachers College, Columbia University
Focused on the relat.of oral rdng.errors to two instructional approaches considered to be at opposite ends of a continuum of rdng. approaches concerned with meaningfulness of content.

Record No. 145

N.D. Dixon

82-21065

RS

Reading disability, language impairment and reading strategies: Implications for differential diagnosis.
1982 Doctoral Dissertation, University of Colorado at Boulder
Investigates how reading disabled youngsters with oral language impairments use the semantic, syntactic, and grapho-phonetic language systems during oral reading.

Record No. 18

H.R. Ewald

ED218626

GL

Error-analysis for correctness, effectiveness, and composing procedure.
1980
Miscue analysis is suggested as a process-oriented method of evaluating both the composing process and its products.

Record No. 45

C. Ewoldt

ED160994 Allen Coll.

RS

A psycholinguistic description of selected deaf children reading in sign language.
1977 Doc.Dissertation, Wayne State University, Detroit UMI 877-23972
Ewoldt studied miscues while signing in four profoundly deaf students of different ages.

Record No. 1

C. Ewoldt

ED136219

RS

Miscue analysis of the reading of third grade follow through and non-follow through children in Wichita, Kansas.
1976
Provides data on the effectiveness of the Tucson Early Education Model, a reading instruction program, which advocates the language experience approach.

Record No. 115

Program objectives for reading and writing: The Kendall Demonstration Elementary School language arts curriculum guide.

1981 Washington, D.C.: Gallaudet College, Pre-College Programs.

Record No. 173

Lists objectives for deaf and hearing-impaired students in reading and writing at Kendall Demonstration Elementary School.

S.N. Farren

ED168980

RS

A study of reading errors using Goodman's miscue analysis and Cloze procedure.

1977

Record No. 95

Studied the reading of 11 boys, aged 12 to 14 with low reading ability, to discover what kinds of errors they made and whether dif. might exist between error patt. in silent & oral rmg.

U.M. Feathers

RS

The semantic features of text: Their interaction and influence on reading behavior.

1985 Doctoral Dissertation, Indiana University

Record No. 169

Investigated interaction among semantic features of text and reader behavior described by RAI. Results suggest a definite relationship between these features and reader behavior.

D. Feiman and D.L. Wiseman

ED199939

RS

A description of moderately mentally retarded adolescents' responses to written language.

1980

Record No. 59

Includes miscue analysis on the oral reading of 12 moderately mentally retarded adolescents.

J.M. Garcia

83-28493

RS

An investigation of miscue analysis with bilingual children.

1983 Doctoral Dissertation, University of Northern Colorado

Record No. 2

Compared reading miscues of 5th grade Chicano students in bilingual classrooms with reading miscues of 5th grade Chicano students in regular classrooms.

R.L. Garcia

ED145449

GL

Language and reading development of bilinguals in the United States.

1977

Record No. 183

Recommends that future bilingual research use nonbehavioral science tools and miscue analysis to describe semantic processes and psycholinguistic and sociolinguistic phenomena.

D.E. Gardiner

ED167959

RS

The effect of a language-based reading approach upon the reading strategies of first grade children.

1978

Record No. 86

Uses miscue analysis to support a language-based approach to reading in first grade.

A.A. Geissal and J.J. Knafl

ED155185

RS

The effects of miscue analysis instruction on judgments of seriousness of oral reading errors.

1978

Record No. 88

Studied whether miscue analysis instruction changed undergraduate and graduate students' perceptions of the seriousness of certain kinds of errors in children's oral reading.

A.S. Goodman and Y.M. Goodman

ED173754

RS

Reading of American children whose language is stable rural dialect of English or a language other than English.

1979 Final Report to National Institute of Education

Record No. 80

Studies of the miscues of 36 students are presented, and A.S. Goodman's model of the reading process is refined.

A.S. Goodman and C.L. Burke

ED879708

RS

Theoretically based studies of patterns of miscues in oral reading performance.

1973 Final Report to Office of Education (DHEW)

Record No. 137

Examines the reading process of 54 subjects ranging in proficiency from low 2nd grade to high 10th grade.

A.S. Goodman and C.L. Burke

Goodman C. RS

Study of Children's Behavior While Reading Draily.

1968 Final Report to Office of Education, U.S. Department of HEW/OED

Record No. 147

First funded miscue study.

- K.S. Goodman and G.L. Burke
A study of oral reading miscues that result in grammatical retractions.
1963 Final Report to U.S. Dept. of HEW/USOE.
Oral reading miscues of 18 proficient readers in grades 2, 4, and 6 were divided into those which did not change syntactic structure and those which did.
Record No. 176
24
-
- Y.M. Goodman
A psycholinguistic description of observed oral reading phenomena in selected young beginning readers.
1967 Doctoral Dissertation, Wayne State University, Detroit, Michigan
Used miscue analysis to trace the reading development in 6 young beginning readers over an 11-month period. Generates hypotheses for future research.
68-9961 Goodman C. RS
Record No. 148
-
- Y.M. Goodman
Longitudinal study of children's oral reading behavior.
1971 Final Report to Office of Education, U. S. Department of HEW/OED.
Four children were taped reading orally at 8 regular intervals during their second and third year of reading instruction to analyze their oral reading miscues and reading development.
Goodman C. RS
Record No. 149
-
- R.C. Granger and C.J. Ramig
Teacher judgments of the ability of readers with different speech patterns.
1973
The results are interpreted as indicating that black dialect does influence teacher diagnosis of reading ability.
ED153197 RS
Record No. 181
-
- B.H. Greene
A psycholing. analysis of the multiple attempts produced in oral reading by selected readers upon the single appearance of an item.
1974 Doctoral Dissertation, Wayne State University, Detroit, Michigan
Examined multiple miscues for developmental trends by age and proficiency as revealed by the reading strategies employed by various groups in their repeated attempts at lexical items.
75-13323 RS
Record No. 150
-
- M. Griffin and K. Jongsma
Adaptations of retelling: Two variations on a theme.
1982
Presents a five-step adaptation of the Reading Miscue Inventory.
ED198984 AH
Record No. 66
-
- B.A. Gutknecht
A psycholinguistic analysis of the oral reading behavior of selected children identified as perceptually handicapped.
1971 Doctoral Dissertation, Wayne State University, Detroit, Michigan
The study suggests that the class of percept. handic. be carefully exam., & that rdng. prog. be adopted which equip the child to use synt. & semantic strat. along with grapho-phonetic strat.
72-14563 RS
Record No. 151
-
- B. Guzzetti
A psycholinguistic analysis of the reading strategies of high, average, and low ability readers across selected content areas.
1982 Doctoral Dissertation, University of Colorado, Denver
Found that high, av., and low ability readers are consistent in using syntactic and semantic cues to reconstruct meaning; the appl. of these strategies does not vary with rdng. content.
RS
Record No. 165
-
- M.M. Hart
Preventing the proliferation of problem readers.
1978
Argues that problem readers are created by teachers who stress isolated reading skills and error-free oral reading, rather than reading for understanding.
ED172150 CA
Record No. 81
-
- C.G. Hayes
An overview of psycholinguistic reading theory.
1980
Describes a psycholinguistic model of the reading process.
ED188114 GL
Record No. 71
-
- M. Henrichs
Strategies for language expansions: A college reading program.
1981
Describes a whole language based reading improvement program at Westminster College, Fulton, Missouri.
ED207034 CA
Record No. 49

D.R. Hittleman
Acaptive assessment for nonacademic secondary reading.
1977

ED148240

GL

25

Record No. 109

Suggests that teachers use miscue analysis to assess reading in a variety of materials encountered by high school students.

D.R. Hittleman and H.A. Robinson

ED075794

RS

Readability of high school text passages before and after revision.

1973 Final Report to National Center for Ed. Research and Develop. (DHEW/OE)

Record No. 138

Studied text revision based on miscues in science, social studies and English. Miscue analysis can be used to make text "easier" but it creates so many other problems it's not worth it.

D.R. Hittleman

72-10847

RS

The readability of subject matter material rewritten on the basis of students' oral reading miscues.

1971 Doctoral Dissertation, Hofstra University

Record No. 152

Attempted to determine whether text revised on the basis of students' miscues had greater readability than the original text. Several implications for further research are suggested.

P. Hodes

ED137731

RS

Oral reading of bilingual Yiddish/English children.

1977

Record No. 112

The study showed the RFI to be completely useful with a language having a different alphabetical and directional system.

J.V. Hoffman

ED227455

RS

Feedback to oral reading miscues. Parts I and II.

1932 Final Report, National Inst. of Education

Record No. 39

See ED277456 for Part III of this report. A three-part report on a series of studies that examined the nature and effects of verbal feedback to student reading miscues.

J.V. Hoffman and C.L. Kugle

ED283384

RS

A study of the theoretical orientation to reading and its relationship to teacher verbal feedback during reading instruction.

1981

Record No. 52

Reports that for most teachers in the study there was no strong relationship between stated theoretical orientation and their behavior during reading instruction.

J.V. Hoffman and R. Clements

ED288946

RS

A descriptive study of the characteristics of miscue focussed verbal interactions bet. teacher and student during guided oral reading.

1981 Report to National Institute of Education

Record No. 54

Good and poor readers were found to be signif. diff. in their miscue patterns and subsequent reaction strategies; teachers were signif. diff. in their verbal response pat. to the 2 grp.

J.V. Hoffman et al.

ED288900

RS

A study of students' perceptions of the teacher's role during guided oral reading.

1981 Report to National Institute of Education

Record No. 57

Report on a study where students adopted the role of "teacher" during oral reading. Discusses the kinds and freq. of miscues student "teachers" respond to, and the attit. of readers.

J.V. Hoffman et al.

ED192291

RS

FORMAS—Feedback to Oral Reading Analysis System. Training Manual No. 5885.

1982 National Institute of Education

Record No. 63

Presents six lessons designed to teach FORMAS in 10 hours.

J.V. Hoffman and C. Baker

ED189541

CA

Observing communication during oral reading instructions: A critique of past research and a report on the develop. of a taxonomy...

1980

Record No. 69

Reports on the development of an observation instrument useful in characterizing the communication between teacher and student during oral reading instruction.

J.V. Hoffman and C.J. Baker

ED188160

CA

Characterizing teacher feedback to student miscues during oral reading instruction.

1980

Record No. 70

Offers reading teachers a systematic means of examining their own interactive patterns in the context of oral reading instruction.

- B. J. Hoffner
A psycholinguistic analysis of oral reading miscues by junior college students.
1974
Used miscue analysis to examine the oral reading behavior of five junior college students.
- ED086964 RS
Record No. 135
-
- G. S. Hoge
A study of reading comprehension monitoring using reader selected miscues with selected tenth, eleventh, and twelfth grade students.
1983 Doctoral Dissertation, University of Missouri-Columbia
The results of this study demonstrate the utility of the Reader Selected Miscue procedure as the basis for classroom instruction.
- 83-18398 RS
Record No. 3
-
- C. A. Honeycutt
A study of the second-lang. rdng. process using Cloze procedure, miscue analysis, and story retelling with 3rd. yr. high-sch. French students. 1982 Doctoral Dissertation, The Ohio State University
The researcher concluded that cloze, misc. anal. and retelling were valid meas. of the rdng. abil. of the subj. in Fr. and that they were succ. in differentiating betw. two levels of rdng. abil.
- 83-08268 RS
Record No. 4
-
- J. Hood and J. R. Kendall
A qualitative analysis of oral reading miscues of reflective and impulsive second graders: A follow-up study.
1974
No signif. diff. were found between reflective and impulsive readers in the proportions of graphically similar and contextually appropriate miscues, though impulsive corrected fewer...
- ED092880 AM
Record No. 132
-
- C. Howard
An analy. of the relationship bet. textual features & five 4th graders' processing & comprehension of three full length narratives.
1985 Master's Thesis, Sonoma State University
- RS
Record No. 183
-
- C. S. Huck
Beginnings and beginnings.
1976
Cites miscue analysis as one research method which concentrates on the process of children's learning rather than on the end-product of testing.
- ED136256 GL
Record No. 113
-
- L. J. Jensen
A psycholinguistic analysis of the oral reading behavior of selected proficient, average and weak readers reading the same material.
1972 Doctoral Dissertation, Michigan State University, Detroit, Michigan
The data suggest an instr. model directed toward meaning rather than the processing of visual information. The weak readers over-used grapho-phonetic skills to the detriment of meaning.
- 73-5488 RS
Record No. 153
-
- J. D. Knafle and M. A. Geissal
Variations in attitudes toward children's oral reading errors.
1979
Describes and compares the attitudes toward dialect demonstrated by several kinds of teachers.
- ED182741 RS
Record No. 74
-
- R. G. Kolczynski
A comparative analysis of miscues in content area reading.
1978
Findings suggest that the reading process remains stable across passages from various subject areas.
- ED214107 RS
Record No. 48
-
- J. G. Lamm
Sentence combining: A case study of its effect on reading ability.
1982 Doctoral Dissertation, Indiana University of Pennsylvania
Used miscue analysis (among other measures) to investigate the effect of sentences combining exercises on reading ability. Found relatively little positive effect.
- 82-26163 RS
Record No. 7
-
- L. Leslie and P. Pacl
A comparison of oral reading strategies of fourth- and seventh-grade children of fourth-grade instructional level.
1976
Disabled readers made more uncorrected miscues which resulted in meaning loss than did younger average readers. Disabled readers tended to make miscues on high-freq. words.
- ED137768 RS
Record No. 111
-

- C.3. Lipset ED136198 RS 27
The nature of regressions in oral reading and their relationship to three measures of comprehension.
1976 Doctoral Dissertation, Hofstra University Record No. 116
Results were interpreted as indicating that regressions in oral reading are not in themselves indicative of readers' inability to comprehend, and they may be beneficial to reading.
-
- M.V. Lipson ED230915 RS
The relationship between oral reading miscues and category of replacement errors of Cloze passages.
1982 Record No. 34
Presents findings of a study examining the relationship between types of miscues made by readers during oral reading and the errors made by the same readers on a Cloze task.
-
- R.E. Loeffler 82-25508 RS
The relationship between understanding grammatical conjunction and reading comprehension in Native American children.
1982 Doctoral Dissertation, The University of Oklahoma Record No. 8
Among other findings, a variation of miscue analysis indicated a maturational tendency to move from syntactic dominance at the 4th grade level to semantic focus at the 6th grade level.
-
- P.C. Long 8421975 RS
The effectiveness of the Reading Miscue Inventory and the Reading Appraisal Guide in graduate reading programs.
1984 Doctoral Dissertation, University of Arizona, Tucson Record No. 178
Concluded that the Rdnng. Miscue Inv. is an appropr. assess. instr. for use in coll. grad. rdnng. prog., & it enabled teachers to make more acc. in-depth assess. than did the Rdnng. Appraisal Guide.
-
- B.G. Longmire 82-19121 RS
The effects of selected variables on miscue patterns of adult readers.
1982 Doctoral Dissertation, Texas A&M University Record No. 11
Investig. the rdnng. strat. of adult readers (adult basic ed. students, high-risk college fresh., college senior Ed. majors) and examined possible sources of variance for producing miscues.
-
- S. Lopez 75-24904 RS
The use of context by native Spanish speaking Mexican American children when they read in Spanish.
1975 Doctoral Dissertation, University of Texas, Austin Record No. 154
Concluded that young Span. speakers rdnng. in Span. do use other than strictly phonics skills--specif., contextual clues. They also use their lang. backgr. to anticipate & predict in rdnng.
-
- F.E. Love 79-26565 RS
An investigation of rdnng. strategy lessons employing miscue analysis in psycholinguistic approaches to 2nd grade rdnng. instruction.
1979 Doctoral Dissertation, Kansas State University Record No. 22
Found some gain in retelling scores (not significant) for an experimental group of 2nd graders given reading strategy lessons over a 6 week period.
-
- M. MacLean ED184103 AM
GASOR: A framework for qualitatively analyzing silent and oral reading.
1979 Record No. 73
Suggests GASOR, an alternative to the RMI, can be used to investigate individual variations in oral and silent reading behaviors.
-
- M.J. MacMillin ED191002 RS
Substitution errors in the oral reading of words from a list, and of the same words in context.
1980 Record No. 65
In this study of 80 2nd graders, the recognition in context of a word unknown in isolation depended upon its grammat. function, difficulty, frequency of use, repetition in context, &...
-
- H.A. Martellock ED067634 RS
A psycholinguistic description of the oral and written language of a selected group of middle school children.
1971 Doctoral Dissertation, Wayne State Univ., Detroit UMI #72-14598 Record No. 139
Miscue analysis indicated that the subjects were making semantic and syntactic changes to clarify the text of a basal story.
-
- N.A. Navrogenes ED141763 GL
The language development of the disabled secondary reader.
1977 Record No. 106
Analysis of the reading of 20 disabled secondary readers showed that they made most of their meaning-affecting miscues on complex structures.

- J.G. McClellan 8500099 RS 28
Signs of attention to meaning: An ethnographic study of comprehension in the beginning reading process.
1984 Doctoral Dissertation, University of Massachusetts UMI #8500099 Record No. 167
Miscue patterns and signs of attention on meaning were studied. Found that comprehension is of concern to beginning readers and is important to the beginning rdng. process.
-
- R.R. McDaniel ED228605 RS
A descript.of the psycholing.dimensions of oral & silent rdng.processes by 3rd gr.readers of high & avg.ability & 6th of high & low.
.. 1983 Record No. 37
Oral reading substitutions and silent reading Cloze substitutions were used to compare five dimensions of the reading process.
-
- S. McNaughton ED172134 CA
Learning in one-to-one oral reading interactions: Outcomes of teacher attention to errors.
1978 Record No. 82
Analyzes the influence on readers of the attention teachers give to their reading miscues in one-to-one instruction.
-
- D.M. Menosky ED067618 RS
A psycholing.analy.of oral rdng.miscues generated during the rdng. of varying portions of text by select.readers from grades 2,4,6&8
... 1971 Doctoral Dissertation, Wayne State Univ., Detroit UMI #72-14680 Record No. 140
Presents a detailed analysis and comparison of the reading strategies used by 18 research subjects.
-
- B.L. Miller ED228620 CA
A kindergartner learns to read for meaning.
1975 Record No. 36
Details a case study of six weeks spent with a five-year-old who had an excellent understanding of sound/symbol relationships but did not know how to read for meaning.
-
- B.L. Miller ED177598 GL
Behind those words: The language cue systems.
1977 Record No. 78
Reviews the literature on miscue analysis.
-
- C. Mitchell ED135129 RS
A psycholinguistic analysis of oral reading errors of children with learning disabilities.
1976 Record No. 119
Findings suggested the possibility of using analysis of oral reading errors as a diagnostic tool for learning disabled students.
-
- K.A. Mitchell ED182716 RS
Patterns of teacher-student responses to oral rdng. errors as related to teachers' previous training in different theoretical frame-
works 1978 Record No. 75
Suggests there are numerous theoretical influences on the actual teaching of reading.
-
- H. Moir RS
A linguistic analysis of certain stylistic elements of selected works of literature for children & their relationship to readability
. 1969 Doctoral Dissertation, Wayne State Univ., Detroit, UMI #78-03433 Record No. 166
Responses of 5th graders to 10 Cloze tests analyzed acc'd.to modified RMI & other literary factors. Results were correlated to Cloze scores & conclusions drawn about deter.rdng.levels.
-
- R.K. Moss and J.C. Stansell ED216330 RS
Comprehension in context: Social and situational influences on story retellings.
1983 Record No. 163
Examines the influences of differing contexts on the story retellings of two different readers.
-
- N.R. Mudd LA Coll. RS
Strategies Used in the early stages of learning to read: a comparison of children and adults.
1985 Unpublished doctoral thesis. University of Manchester, Manchester UK Record No. 21
Subjects read two passages orally. Graphic and semantic aspects of their miscues were examined to get at their strategies. Adults showed more reliance on semantic cues.

- P. Newman
Utilizing psycholinguistic insights in teaching via the basal reader.
1982
Suggests methods for combining psycholinguistic theory with ideas presented in current basal reader manuals to help teachers teach reading more effectively.
- ED227471 CA 29
Record No. 38
-
- J.W. Ney
Cognitive styles and miscue analysis of reading and writing.
1980
4th graders' miscues in signaled sentence combining exercises were compared with their rdng. miscues in a study relating cognitive style (impulsive/reflective) to misc. anal. of rdng. & wr.
- ED194886 RS
Record No. 61
-
- J.W. Ney and R. Leyba
Miscue analysis in writing.
1975
Analysis of miscues made in writing revealed individual differences in language processing and the possibility of two or three different styles of processing written linguistic forms.
- ED161078 AM
Record No. 92
-
- J.W. Ney
Miscue analysis: The writing of three Hispanic American students in a class of twenty fourth graders.
1977
Suggests that the Hispanic Amer. children in this study did not make writing miscues that were quantitatively different from those of the other students in the predom. non-Hispanic class.
- ED161077 AM
Record No. 93
-
- J.W. Ney
A comparison of reading miscues and writing miscues.
1975
Results from the comparison of reading and writing miscues suggest that reading and writing should not be kept apart in instruction.
- ED161009 RS
Record No. 94
-
- S.M. Ng
The strategies children use in learning to read.
1980
This one-year descr. study of begin. readers suggests that teaching prog. emphasizing one particular strat. may not take full advantage of other equally valid strat. children can dev.
- ED205901 RS
Record No. 51
-
- T. Nicholson et al.
Effects of embedded anomalies and oral reading errors on children's understanding of stories.
1979 Technical Report No. 118
Suggests the necessity for accurate decoding depends on the desired type of comprehension.
- ED169524 RS
Record No. 83
-
- E.B. Nieratka
Miscue analysis: A needed diagnostic dimension for non-traditional students.
1973
States that miscue analysis is more appropriate than standardized tests for measuring the strengths and weaknesses of non-traditional students.
- ED215301 GL
Record No. 46
-
- E.B. Nieratka
A psycholing. description of the oral and silent rdng. behavior of persisting and non-persisting non-traditional college freshmen...
1978 Doctoral Dissertation, Wayne State University, Detroit, Michigan
Among other findings, reports a significant relationship between reading strategy effectiveness and persistence in college for non-traditional students.
- 79-08947 RS
Record No. 179
-
- D.E. Norton and P. Hubert
A comparison of the oral reading strategies and comprehension patterns developed by high, avg., and low ability 1st grade students...
1977
Compared to the phonics prog., students in the eclectic prog. produced more semantic & syntact. acceptable miscues, more miscues with no meaning change, & more self-corrections.
- ED145393 RS
Record No. 104
-
- D.E. Norton
A comparison of the oral rdng. errors of high & low ability 1st & 3rd graders taught by two approaches—synthetic phonics & analytic...
1976 Doctoral Dissertation, University of Wisconsin-Madison
Results from an analysis of a reading miscue inventory used with each student indicated that miscue patterns are directly related to reading approaches. Also see ED145393.
- ED136191 RS
Record No. 117

- J.A. Otto
Reading: Cue use, achievement and comprehension in an adolescent population.
1978
Miscues made by 96 8th and 9th graders suggest that K.S. Goodman's theory of the reading process can be applied to the reading of secondary students.
- ED165106 RS
Record No. 87
-
- M.D. Page
Theoretically derived variants of the comprehending score: Relationships bet. oral rdng., Cloze performance, & classroom rdng. ability. 1979
Explores relationships between post oral reading Cloze test scores and seven theoretically constructed variants of the comprehending score.
- ED181406 RS
Record No. 77
-
- M.D. Page
The altercue continuum: Theoretical considerations.
1977
Describes the altercue continuum, a theoretical arrangement of oral reading responses which deviate from the expected responses, arranged according to their relationship to rdng. comp.
- ED155677 GL
Record No. 99
-
- M.D. Page
A psycholinguistic description of patterns of miscues generated by a proficient reader in second grade, an average reader in 4th...
1970 Doctoral Dissertation, Wayne State University, Detroit, Michigan
The theory that rdng. is a psycholinguistic guessing game was extended to a position that rdng. is a case of knowledge acquisition or knowledge construction: an epistemological quest.
- 71-17296 RS
Record No. 153
-
- M.D. Page
The altercue comprehension technique.
1983 Copyrighted material avail. from Univ. of Conn. Coop. Corp., Storrs, CT
Contains the most complete and up-to-date discussion of the altercue concept.
- GL
Record No. 187
-
- M.E. Paterra
A comparison of the Informal Reading Inventory and the Reading Miscue Inventory.
1976
The IRI and RMI are compared as to purpose, origins, and methods of use.
- ED133706 GL
Record No. 121
-
- S.W. Pflaum
Oral reading in the learning disabled.
1978
Reports differences and similarities between disabled children's linguistic cue use and that of normal readers under controlled conditions.
- ED174959 RS
Record No. 79
-
- S.L. Pinson
Reading strategies of four early readers.
1982
Four young children were studied in depth by means of family questionnaires, reading age tests, diagnostic subskill tests and miscue analysis.
- ED222853 RS
Record No. 42
-
- C.J. Piper
A measure of the effectiveness of instructional strategies based on psycholinguistic principles of teaching reading when applied to ...
1975 Doctoral Dissertation, Wayne State University, Detroit 75-25,296
Findings suggest that reading strategy lessons based on psycholinguistic principles and focussed on meaning can only enhance reading development.
- ED114813 RS
Record No. 131
-
- J. Pollock
A psycholing. analysis of oral rdng. miscues involving pronoun-referent structures among selected 2nd, 4th, and 6th grade children.
1985 Doctoral Dissertation, University of Arizona, Tucson
Results indirectly show readers do construct texts with different bases from those of the published texts, but these comprehended texts are tentative and often revised as rdng. proceed
- RS
Record No. 171
-
- J.F. Pollock and G.H. Brown
Observing the effects of reading instruction.
1980
Investigated ways of establishing links between different methods of reading instruction, children's conceptualizations of the reading process, and children's actual reading behavior.
- ED198500 RS
Record No. 68
-

Beyond passage dependency: A closer look at what reading comprehension tests measure.
1977

Record No. 97

States that K.S. Goodman's naturalistic model of reading is a valid alternative to the manipulative techniques of mainstream comprehension research.

L.A. Prosak

88-28553

RS

A study and investigation of the perception of the reading process of preservice and inservice teachers.
1980 Doctoral Dissertation, The University of Toledo

Record No. 18

450 preservice and inservice teachers were given the Situ Test of Teacher Perception of the Reading Process (STORP) to determine differences in their understandings of the reading process.

B.K. Raiser

78-01410

RS

Reading strategies employed by non-proficient adult college students as observed through miscue analysis and retrospection.
1978 Doctoral Dissertation, Hofstra University

Record No. 24

Concluded that non-proficient adult readers exhibit idiosyncratic reading strategies which vary according to the material being read.

L.K. Rhodes

88-00619

The interaction of beginning readers' strategies and texts reflecting alternate models of predictability.
1979 Doctoral Dissertation, Indiana University

Record No. 174

Relationships between reader performance & semantic text structures suggest selections which focus reader on semantics build comprehension through more effective use of available cues.

P.S. Rigg

75-13378

RS

A psycholing. analy. of the oral reading miscues generated by speakers of rural black dialect compared to the miscues of speakers of...
1974 Doctoral Dissertation, Wayne State University, Detroit, Michigan

Record No. 156

Results showed widely varying individual proficiency in reading with no relationship whatsoever between an individual's reading proficiency and his or her own dialect.

F.V. Rodriguez-Brown and L.S. Virchott

ED192273

AM

A comparative analysis of reading miscues made by monolingual versus bilingual students.
1968

Record No. 64

Used a modified miscue analysis procedure and found a trend toward increasing the use of context during reading, though both groups used graphic information more than other cue systems.

J.A. Romatowski

73-12586

RS

A psycholinguistic description of miscues generated by selected bilingual subjects during the oral reading of instructional reading material...
1972 Doctoral Dissertation, Wayne State University, Detroit, Michigan

Record No. 177

Among other conclusions, the Goodman Taxonomy of Reading Miscues was effective, with slight modification, in dealing with miscues generated during the reading of a Polish story.

E. Rothstein

ED135150

EL

Assessing reading competency: A psycholinguistic perspective.
1976

Record No. 118

Discusses an oral reading procedure for children with reading problems which assesses competency through analyzing meaningful versus non-meaningful alterations to the text.

P.D. Rousch and B.L. Cambourne

ED140269

AM

Reading in different kinds of Australian children.
1977

Record No. 107

Constructs a taxonomy for non-oral reading, and compares performance of Australian children on oral reading with performance on the non-oral reading tasks.

P.D. Rousch

73-12588

RS

A psycholing. invest. into the relationship between prior conceptual knowledge, oral reading miscues, silent reading & post-reading performance.
1972 Doctoral Dissertation, Wayne State University, Detroit, Michigan

Record No. 157

Complex interrelationships were found among prior knowledge, oral reading, retelling, and cloze performance, for 72 average 4th graders.

J.W. Roy

ED131404

RS

The application of remedial reading techniques, including miscue analysis, to high school students in remedial classes: an explor. study.
1975 Doctoral Dissertation, The University of North Carolina at Chapel Hill

Record No. 26

The usefulness of miscue analysis as a teaching organizer for diagnostic and evaluative remedial reading instruction was investigated. Also see 76-20071.

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|--|----------|------------|----|
| M.C. Sadoski | 81-25458 | RS | 32 |
| The relationships between student retellings and selected comprehension measures.
1981 Doctoral Dissertation, University of Connecticut. Summary in ED214127 | | | |
| Establishes construct validity for comprehension process score and miscue retelling format through correlation, regression & factor analysis. Provides interrater reliab. for retelling. | | Record No. | 47 |
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|--|----------|------------|----|
| M.R. Sampson et al. | ED236551 | RS | |
| Student authorship and reading: The joy of literacy.
1982 | | | |
| Compared first graders reading a traditional basal story and a student-dictated story. Reports more effective strategies used when reading the dictated stories. | | Record No. | 32 |
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|--|----------|------------|----|
| E. Scott et al. | ED208914 | RS | |
| Cognitive style and reading miscues in eighth graders.
1980 | | | |
| Presents a study of the oral reading miscues of field dependent and field independent above-average 8th graders on content area materials. | | Record No. | 56 |
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|--|--------------------|------------|----|
| J. Shajari | 85-52221 USC libr. | RS | |
| A psycholinguistic analysis of miscues generated by bilingual subjects during the oral reading of materials in Persian and English.
1983 Doctoral Dissertation, University of Southern California | | | |
| The purpose of this study was to determine the extent to which miscue analysis in the oral reading of the native language can be used to predict reading problems in the second language. | | Record No. | 29 |
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|--|----------|------------|----|
| A.P. Shearer | 82-16888 | RS | |
| A psycholinguistic comparison of 2nd grade good readers and 4th grade good and poor readers on their oral rding. miscues and standard ...
1982 Doctoral Dissertation, University of South Florida | | | |
| Analysis of oral reading miscues showed that syntactic and nonsense variables might be used as predictors of reading failure. | | Record No. | 13 |
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|---|----------|------------|---|
| M.J. Shersan | 82-27419 | RS | |
| Reading in English: Insights from intermediate ESOL adults.
1982 Doctoral Dissertation, Memphis State University | | | |
| Investigated the extent to which Goodman's model of the reading process can describe reading in English by adult ESOL students. | | Record No. | 6 |
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|--|----------|------------|-----|
| F. Siegel | ED154349 | RS | |
| Adapted miscue analysis.
1977 | | | |
| Presents a modified form of miscue analysis for classroom use. | | Record No. | 128 |
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|--|----------|------------|----|
| A.D. Silva | 88-89328 | | |
| Oral reading behavior of Spanish-speaking children taught by a meaning-based program.
1979 Doctoral Dissertation, University of Texas at Aust. UMI 88-89328 | | | |
| Miscue analysis was used to describe the reading of Spanish-speaking children. | | Record No. | 14 |
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|---|----------|------------|-----|
| R. Sims | 72-23467 | RS | |
| A psycholing. descript. of miscues generated by selected young readers during oral rding. of text sat'l. in black dialect & standard ...
1972 Doctoral Dissertation, Wayne State University, Detroit, Michigan | | | |
| Found no evidence to support the development of dialect specific readers for widescale use in beginning reading instruction with speakers of black dialect. | | Record No. | 159 |
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|---|----------|------------|-----|
| J.L. Smarr | 78-15885 | RS | |
| A psycholinguistic study of the miscues and selected dialect features exhibited in the oral readings and retellings of two groups...
1978 Doctoral Dissertation, Wayne State University, Detroit, Michigan | | | |
| Supports the theory that there is a single reading process. Dialect features had no effect upon the comprehension or reconstruction of meaning during the reading process. | | Record No. | 184 |
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|--|----------|------------|----|
| M.G. Smith | ED162289 | RS | |
| A comparison between oral reading miscues of readers with normal intelligence and educable mentally retarded readers.
1978 Technical Report No. 469. | | | |
| Reports that normal and mentally retarded readers were similar in their use of graphophonci cues, but differed in their use of syntactic and semantic cues and in self-correction. | | Record No. | 98 |

- J.C. Stanseil et al. ED151791 RS 33
The effects of content-area writing patterns upon cue system utilization by second-grade, ninth-grade, and mature adult readers.
1977 Record No. 102
Readers in all three groups tended to use the same cue systems in a consistent fashion regardless of the nature of the materials read.
-
- J.C. Stanseil RS
An explor. study of perceptions of the rding. process & control of that process in narrative & expository sat'l. by selected 9th grad-
ers. 1977 Doctoral Dissertation, Indiana University UMI #77-27013 Record No. 162
A main finding was that readers' beliefs about the reading process have a stronger influence on miscue patterns and retellings than
differences in mode of writing.
-
- Y.S. Steinruck ED122701 RS
The effects of instruction in miscue analysis on teachers' perceptions of the reading process and on their instruction in reading.
1975 Doctoral Dissertation, The University of Toledo UMI #75-08365 Record No. 27
Studied 20 inservice teachers' rding. knowledge & instruction practices before & after intensive course in miscue analysis. Validated
STCRP and SOSQRI tests.
-
- Y.S. Steinruck ED124873 GL
Reading: Communication and comprehension.
1976 Record No. 129
Describes the use of retelling as an indicator of comprehension.
-
- C. Stenroos 7611,004 RS
A psycholing. descr. of selected gifted readers relating prior conceptual knowledge to the concept density of varied context. sat'l's.
1975 Doctoral Dissertation, Wayne State University, Detroit, Michigan Record No. 160
A primary implication of this study is that "gifted students" need programs designed to expand their experiences and their thinking
potential with activities other than reading.
-
- P.R. Terry ED213694 RS
Assessing teacher skill in the detection and description of rding. miscues before and after training using Hypothesis/Test Reading Mod
ules. 1982 Record No. 43
Field tests run over a 2-year period assessed the ability of 125 special educ. & reg. teachers to detect and accurately describe basic
attributes of rding. miscues before & after training.
-
- M.B. Theofield ED169476 GL
Oral reading: A tool for student assessment and teacher training.
1978 Record No. 84
Reviews literature of work done on oral reading as a diagnostic tool and as it relates to teacher training and attitudes toward read
ing.
-
- S.K. Thomas ED203283 RS
The effect of reader-authored materials on the performance of beginning readers.
1980 Doctoral Dissertation, Michigan State University UMI #81-06451 Record No. 53
Shows that readers performed more proficiently on their dictated stories than on a basal reader story, despite the more difficult
vocab. & syntactic complexity of dictated story.
-
- M.F. Thornton ED092864 RS
A psycholinguistic description of purposive oral rding. & its effect on comprehension for subjects with different rding. backgrounds.
1973 Doctoral Dissertation, Wayne State Univ., Detroit UMI #73-31787 Record No. 133
Found that when a specific purpose was set for reading, an interference phenomenon appeared to reduce the efficiency of the reading
process.
-
- J.P. Tortelli 74-29872 RS
A psycholing. descr. of the effects of strategy lessons upon the oral rding. behavior of 12 below-average readers of diff. ling. backgrounds
... 1974 Doctoral Dissertation, Wayne State University, Detroit, Michigan Record No. 161
Concluded that basing rding. instr. on the ways each reader found his own language helped him acquire meaning from the printed language
was useful for below-average readers.
-
- S.R. Tuzarkin 81-10554 RS
A psycholinguistic analysis of the Cloze responses of selected readers of varying abilities during silent and oral reading.
1980 Doctoral Ditation, The American University Record No. 15
Used an adapted form of Goodman's miscue taxonomy to classify and analyze non-exact replacements in cloze passages.

- Y.L. Turner
Right brain versus left brain in assessing verbal abilities.
1978
Reports that students who scored high on a test of divergent thinking made more syntactic than semantic errors during oral reading.
- ED163472 RS 34
Record No. 85
-
- R.D. Vornaus
Analysis and comparison of oral miscues generated by first grade students on four different reading tasks.
1976 Doctoral Dissertation, University of Pennsylvania UNI #76-15682
Found that differences in reading proficiency were not based on ability to identify graphic cues, but on awareness that reading is a meaning-constructing process.
- ED125437 RS
Record No. 127
-
- P.A. Waite
Reflection-impulsivity and oral reading miscues among fourth-grade boys.
1977
Similarities and differences between reflective and impulsive readers are discussed.
- ED132519 RS
Record No. 123
-
- E. Wangberg and B. Thomson
Cognitive development and miscue patterns of differentially skilled readers.
1968
This study investigated which cue strategies readers of different abilities utilized, and whether these strategies were mediated by levels of cognitive development.
- ED193683 RS
Record No. 62
-
- D.J. Watson
A psycholing. description of the oral rding. miscues generated by selected readers prior to & following exposure to a saturated book progr.
1973 Doctoral Dissertation, Wayne State Univ., Detroit. UNI #73-31791
All subjects, for the most part, became more proficient readers as a result of the saturated book program.
- ED092863 RS
Record No. 134
-
- C. Weaver
Dialects and reading.
1983
States that teachers can create an effective reading program for black students not by giving instruction in standard English, but by changing their own attitude toward black dialect.
- ED233382 CR
Record No. 33
-
- C. Weaver
Grammar and what to do with it.
1978
Argues that recog. and appreciation of children's intuitive underst. of sent. structure and their ability to apply this underst. as they read can be gained through the use of miscue anal.
- ED155738 GL
Record No. 98
-
- J. White
Second graders' responses to texts.
In progress.
Comparison of differences in predicting and confirming strategies used by 2nd graders reading skills basal, phonics basal, student-authored stories, predictable books & disguised text.
- RS
Record No. 179
-
- J.E. Whitner
A psycholinguistic description of oral reading miscues of third grade linguistically different Spanish-surnamed and Anglo children.
1978 Doctoral Dissertation, University of Colorado, Boul. UNI 79-43899
Study concluded that middle class children made higher quality miscues than lower class children across ethnic backgrounds.
- RS
Record No. 185
-
- L.A. Williams
The risks of initial reading instruction in an immersion English as a second language situation.
1979
Traces the progress and problems of five Spanish-speaking fourth graders who have learned to read only in English.
- ED145844 RS
Record No. 72
-
- L.E. Williamson and F. Young
The reading performances of monolinguals and bilinguals compared.
1976
Results showed that monolinguals demonstrated more sensitivity to grammat. and semantic cues than did bilinguals, and that miscues are less apt to result in comp. loss for monolinguals.
- ED138222 RS
Record No. 125
-

L.E. Williamson et al.
Braille reading is less efficient than visual reading.
1976
Cites differences in strategies used by braille and sighted readers.

ED124670

RS

35

Record No. 138

B.A. Wofford

75-23721

RS

Using reading miscue analysis to investigate publishers' suggested readability levels for elementary science textbooks: a compar. st udy. 1975 Doctoral Dissertation, Virginia Polytechnic Institute and State Univ.
Miscue anal.data revealed flaws in grade level designations provided by science textbooks. Understanding content may be dependent up on organiz., concept & vocab.load, or author's style.

Record No. 28

Note: Numbers in part 3 starting with a year number and nychen are university Microfilm numbers.

Annotated Miscue Analysis Bibliography Part 4 Chapters in Books

P.D. Allen

The Miscue Research Studies.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 3-10
Introductory article to the book.

Record No. 1 RS ED128762

Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE

P.D. Allen

Some General Implications Concerning Specific Taxonomy Categories.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 70-75

Record No. 13 RS ED128762

Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE

Discusses the miscue analysis categories of correction, graphic and phonemic proximity, intonation, and semantic word relationships.

P.D. Allen

Implications for Reading Instruction.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 107-12

Record No. 19 CA ED128762

Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE

States generalizations about the reading process which have been derived from miscue analysis research.

P.D. Allen

An Afterword and a Look Forward.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 152-53

Record No. 25 RS ED128762

Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE

Reviews the miscue research conducted between 1965 and 1974.

P.D. Allen

What Teachers of Reading Should Know About the Writing System.
LANGUAGE AND LEARNING TO READ, WHAT TEACHERS SHOULD KNOW ABOUT LANGUAGE.
Boston Pages 67-99

Record No. 27 CA

Editors: R. Hodges and E.H. Ruzorf
1972 Houghton Mifflin

Examines common misconceptions about written language and presents what is known about the English writing system. Discusses impli- cations.

V.B. Barrera

Bilingual Edng. in the Primary Grades: Some Questions About Questionable...
EARLY CHILDHOOD BILINGUAL EDUCATION: A HISPANIC PERSPECTIVE.
Columbia, NY Pages 164-184
Discusses issues about bilingual language arts programs from a psycholinguistic viewpoint.

Record No. 68 CA

Editors: T.H. Escobedo
1983 Teachers College, Columbia University

C. Buck

Miscues of Non-native Speakers of English.
MISQUE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 91-96

Record No. 52 CA ED088973

Editors: K.G. Goodman
1973 NCTE

uses insights from miscue analysis to comment about learning to read English as a foreign language. Discusses implications for teachers.

- C.L. Burke
Preparing Elementary Teachers to Teach Reading.
MISCULE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 15-29
Outlines a way to adapt miscue research procedures to an instructional program in reading for undergraduate teachers.
- Record No. 45 CA ED088973
Editors: K.S. Goodman
1973 NCTE
- 36
-
- C.L. Burke
Reading Miscue Research: A Theoretical Position.
FINDINGS OF RESEARCH IN MISCULE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 10-23
Presents miscue analysis and its theoretical base. Discusses author-reader relationships and provides examples of how miscues illustrate the reading process. Introduces the taxonomy questions.
- Record No. 2 RS ED128762
Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE
-
- C.L. Burke
The Three Cue Systems: #2—Syntactic.
FINDINGS OF RESEARCH IN MISCULE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 79-88
Explains how readers use the syntactic cueing system.
- Record No. 15 RS ED128762
Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE
-
- C.L. Burke
The Language Process: Systems or Systematic?
LANGUAGE AND LEARNING TO READ, WHAT TEACHERS SHOULD KNOW ABOUT LANGUAGE.
Boston Pages 24-30
Discusses the vital interaction of the cueing systems.
- Record No. 28 GL
Editors: R. Hodges and E.H. Rudolf
1972 Houghton Mifflin
-
- C.L. Burke
Oral Reading Analysis: A View of the Reading Process.
HELP FOR THE READING TEACHER: NEW DIRECTIONS IN RESEARCH.
Urbana, IL Pages 23-33
Discusses the reading process as seen through miscue analysis.
- Record No. 29 GL
Editors: W.D. Page
1975 ERIC/CRES
-
- R.F. Carney
Reading the Content Areas: Some Implications from Psycholinguistics.
READING THROUGH CONTENT.
Storrs, CT Pages 43-58
Poses possible links between psycholinguistic research in reading and reading instruction in the content areas; intended audience is teachers.
- Record No. 67 CA
Editors: R. Vacca & J. Wagner
1979 University of Connecticut
-
- K. Carlson
A Different Look at Reading in the Content Areas.
HELP FOR THE READING TEACHER: NEW DIRECTIONS IN RESEARCH.
Urbana, IL Pages 52-59
Looks at the differences in miscues produced in reading different content materials.
- Record No. 74
Editors: W.D. PAGE
1975 ERIC/CRES
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- R.J. Carter
Developing a Computer Program to Cater for Children's Special Needs in Rchg
READING: MEETING CHILDREN'S SPECIAL NEEDS.
Pages 134-43
Provides the author's own miscue analysis as a computer program and uses a prescriptive point of view for teachers.
- Record No. 69 CA
Editors: D. Dennis
1983 Heinemann Educational Books, Exeter, NH
-
- J.A. Delawter
The Module and the Miscue.
MISCULE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 44-48
Explains how miscue analysis can be taught in a modularized language-reading program at the university level.
- Record No. 48 CA ED088973
Editors: K.S. Goodman
1973 NCTE
-
- J.A. Delawter
The Relationships of Beginning Reading Instruction and Miscue Patterns.
HELP FOR THE READING TEACHER: NEW DIRECTIONS IN RESEARCH.
Urbana, IL Pages 42-51
Looks at patterns of miscues in children who have received different kinds of reading instruction.
- Record No. 38 GL
Editors: W.D. Page
1975 ERIC/CRES
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- C. Ewold
New Techniques for Research and Evaluation in the Reading of the Deaf.
1979 CAID CONVENTION PROCEEDINGS.
Washington, D.C. Pages 240-246
This paper discusses the use of miscue analysis and discourse analysis as tools for studying the reading process of the deaf.
- Record No. 60 RE
Editors: G. Propp
1981 Convention of Amer. Instructors of Deaf

- C. Ewoldt
Teaching New Vocabulary? Skip It!
TEACHING HANDICAPPED STUDENTS IN THE ENGLISH CLASSROOM.
Urbana, Illinois Pages 26-27
Also published in 1981 by National Education Association, Washington, D.C. The author suggests alternatives to preteaching vocabulary to deaf students.
- Record No. 59 CA
Editors: J. Price
1982 NCTE
- 37
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- C. Ewoldt
Factors Which Enable Deaf Readers to Get Meaning from Print.
LEARNING TO READ IN DIFFERENT LANGUAGES.
Washington, D.C. Pages 45-53
The argument is presented that deaf readers are not cognitively different from hearing readers and that the same factors which enable a hearing child to become a reader can be made available to the deaf child.
- Record No. 58 GL
Editors: S. Hudelson
1981 Center for Applied Linguistics
-
- V. Gates
Organizing a Seventh Grade Reading Class Based on Psycholinguistic Insights
Editors: K.S. Goodman
MISCELLANEOUS ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 42-43
Describes the objectives and organization of a remedial reading class for seventh graders.
- Record No. 47 CA ED00973
1973 NCTE
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- H.W. Glenn
Miscue Analysis: Some Diagnostic and Instructional Implications.
PROCEEDINGS OF THE WESTERN COLLEGE ASSOCIATION.
Pages
Introduction to miscue concepts and their instructional implications.
- Record No. 56 CA
Editors:
1975 Western College Association
-
- H.W. Glenn and J.C. Glenn
Do Children Read As They Are Taught to Read?
PROCEEDINGS OF THE CLAREMONT READING CONFERENCE.
Pages 111-17
Miscue research is used as a basis for arguing that what is taught is not what children learn about reading.
- Record No. 57 CA
Editors:
1978 Claremont Reading Conference
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- K.S. Goodman
The Psycholinguistic Nature of the Reading Process.
THE PSYCHOLINGUISTIC NATURE OF THE READING PROCESS.
Detroit Pages 13-28
Discusses proficiency in the reading process and the coding systems interacting during reading.
- Record No. 71 GL
Editors: K.S. Goodman
1968 Wayne State Univ. Press
-
- K.S. Goodman
The Search Called Meaning.
COORDINATING READING INSTRUCTION.
Glenview, IL Pages
A restatement of the psycholinguistic guessing game.
- Record No. 34 GL Goodman Collect
Editors: M.M. Robinson
1971 Scott, Foresman
-
- K.S. Goodman
Miscue Analysis: Theory and Reality in Reading
NEW HORIZONS IN READING
Newark, DE Pages 15-26
Provides a miscue taxonomy and explains why psycholinguistics is a base for the study of reading; examines five subjects and their miscues to distinguish efficient and effective readers.
- Record No. 70 GL
Editors: J.E. Merritt
1976 IRA
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- K.S. Goodman
Behind the Eye: What Happens in Reading.
READING: PROCESS AND PROGRAM.
Urbana, IL Pages 3-38
Discusses language in both oral and written forms, perception, the reading process, as well as objectives of the reading program.
- Record No. 31 GL Goodman Collect
Editors: K. Goodman and O. Niles
1970 NCTE
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- K.S. Goodman
Words and Morphemes in Reading.
PSYCHOLINGUISTICS AND THE TEACHING OF READING.
Newark, DE Pages
Discusses the relationship of words to meaning.
- Record No. 35 GL Goodman Collect
Editors: K. Goodman and J. Fleming
1969 IRA
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- K.S. Goodman
Miscues: Windows on the Reading Process.
MISCELLANEOUS ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 3-14
An overview for the book.
- Record No. 44 GL ED00973
Editors: K.S. Goodman
1973 NCTE

K.S. Goodman and Y.M. Goodman
Learning to Read is Natural.
THEORY AND PRACTICE OF EARLY READING, Volume 1.
Hillsdale, NJ Pages
Discusses a holistic view of early reading development.

Record No. 36 GL Goodman Collect
Editors: L.B. Resnik & P.A. Weaver
1979 Lawrence Erlbaum Associates

38

K.S. Goodman
What We Know About Reading.
FINDINGS OF RESEARCH IN MISCU ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 57-70
A summary to the state of knowledge of the reading process.

Record No. 12 RS ED128762
Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE

K.S. Goodman
The Reading Process: Theory and Practice.
LANGUAGE AND LEARNING TO READ, WHAT TEACHERS SHOULD KNOW ABOUT LANGUAGE.
Boston Pages 143-59

Record No. 33 GL Goodman Collect
Editors: R. Hodges and E.H. Rudolf
1972 Houghton Mifflin

Deals with language and the necessary attention of the reader upon meaning; situations leading to miscues; units of processing in reading; effective strategies of the proficient reader.

Y.M. Goodman
Miscues, Errors, and Reading Comprehension.
NEW HORIZONS IN READING
Newark, DE Pages 86-93

Record No. 72 RM
Editors: J.E. Merritt
1976 IRA

Discusses a simpler form of miscue analysis dealing with only the most significant questions.

Y.M. Goodman
Miscue Analysis for In-Service Reading Teachers.
MISCU ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 49-64
Use of miscue analysis to help teachers revalue reading.

Record No. 49 CA ED280973
Editors: K.S. Goodman
1973 NCTE

Y.M. Goodman and C.L. Burke
Reading: Language and Psycholinguistic Bases.
READING: FOUNDATIONS AND INSTRUCTIONAL STRATEGIES.
Belmont Pages
A psycholinguistic view of reading instruction.

Record No. 39 GL Goodman Collect
Editors: P. Lamb
1976 Wadsworth Publ.

Y.M. Goodman
Strategies for Comprehension.
FINDINGS OF RESEARCH IN MISCU ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 94-102
Discusses building comprehension strategies on miscue patterns.

Record No. 17 CA ED128762
Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE

Y.M. Goodman
Developing Reading Proficiency.
FINDINGS OF RESEARCH IN MISCU ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 113-28
Miscue analysis applied to developing proficiency.

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Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE

Y.M. Goodman
Qualitative Reading Miscue Analysis for Teacher Training.
LANGUAGE AND LEARNING TO READ, WHAT TEACHERS SHOULD KNOW ABOUT LANGUAGE.
Boston Pages 160-66
General, introductory remarks regarding miscue analysis and its application in a classroom setting.

Record No. 37 GL Goodman Collect
Editors: R. Hodges and E.H. Rudolf
1972 Houghton Mifflin

Y.M. Goodman
Reading Strategy Lessons: Expanding Reading Effectiveness.
HELP FOR THE READING TEACHER: NEW DIRECTIONS IN RESEARCH.
Urbana, IL Pages 34-41
Develops concept of readers' strategies.

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Editors: W.D. Page
1975 ERIC/CRES

B.A. Gutierrez
Intonation.
FINDINGS OF RESEARCH IN MISCU ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 44-45
Explains the coding of intonation in miscue analysis.

Record No. 8 RS ED128762
Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE

- B.A. Gutierrez
Learning Disabilities.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 116-39
Describes research which shows only slight differences between the oral reading of children identified as perceptually handicapped and the oral reading of children in regular classrooms.
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Editors: P.D. Allen and D. Watson
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- A.G. Harris
Graphic and Phonemic Proximity.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 38-33
Explains the coding of graphic and phonemic proximity in misque analysis.
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Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE
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- D. Hittleman
Adaptive Assessment for nonacademic Secondary Reading.
DISABLED READERS: INSIGHT, ASSESSMENT, INSTRUCTION.
Newark, DE Pages 74-81
Case study of a high school dropout reading narrative, expository and "job related" passages. Shows that the number and types of misques varied with the text topic, format and organization.
- Record No. 63 RS
Editors: D.J. Sawyer
1968 IRA
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- L.J. Jensen
Dialect.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 28-38
Explains the coding of dialect in misque analysis.
- Record No. 4 RS ED128762
Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE
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- J.B. Ludwig and J.C. Sealker
Misque Analysis and the Training of Jr. & Sr. High School English Teachers.
MISQUE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 38-39
Describes the use of misque analysis in a course designed to save prospective English teachers more knowledgeable about the reading process.
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Editors: K.S. Goodman
1973 NCTE
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- H.A. Martellok
Correction.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 27-28
Describes the coding of correction in misque analysis.
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Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE
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- D.M. Menosky
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Urbana, IL Pages 75-79
Explains how readers use the grapho-phonemic cueing system.
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Editors: P.D. Allen and D. Watson
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- D.M. Menosky
Modes and Materials.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 182-87
Suggests guidelines for the selection of reading material for the classroom.
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Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE
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- C.B. Montoro
Syntactic Acceptability, Syntactic Change and Transformations.
FINDINGS OF RESEARCH IN MISQUE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 34-37
Describes coding for syntactic acceptability, syntactic change and transformations in misque analysis.
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Editors: P.D. Allen and D. Watson
1976 ERIC and NCTE
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- E. Nieratka
Using Misque Analysis to Advise Content Area Teachers.
MISQUE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
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Describes the use of misque analysis data in helping content area teachers understand the strengths & weaknesses of their students.
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- S. Nieratka
Misque Analysis in a Special Education Resource Room.
MISQUE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 180-82
Shows how misque analysis can be used in the evaluation and curriculum planning for students in special education programs.
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Editors: K.S. Goodman
1973 NCTE

- W.D. Page
Clinical Uses of Miscue Research.
MISQUE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 65-76
Discusses the contributions of miscue analysis research to clinical practice.
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1973 NCTE
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Semantic Acceptability and Semantic Change.
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Urbana, IL Pages 38-44
Explains the coding of semantic acceptability and semantic change in miscue analysis.
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The Three Cue Systems: #3--Semantic.
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Urbana, IL Pages 38-44
Explains how readers use the semantic cueing system.
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Miscue Research and Diagnosis.
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Urbana, IL Pages 135-46
Presents long-range implications of miscue research for clinical practice and the role of reading specialists.
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1976 ERIC and NCTE
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- W.D. Page and R.C. Barr
Use of Informal Reading Inventories.
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Urbana, IL Pages
Suggests ways to improve informal reading inventories, based on insights from research.
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Editors: W.D. Page
1975 ERIC/CRES
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- L.K. Rhodes
Comprehension & Predictability: An Analysis of Beginning Reading Materials.
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1979 Monograph in Language & Reading Studies
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Urbana, IL Pages 132-36
Discusses insights from miscue analysis which are relevant to testing issues.
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A Unitive Psychoing.Comprehension Measure:The Comprehension Process Score.
LANGUAGE CENTERED READING INSTRUCTION.
Pages 86-89
Describes the comprehension process score (a ratio of miscues which are positive predictors of comprehension to those which are negative). Derives from principles of W.D. Page's altercous continuum.
- Record No. 54 RS
Editors: J. Neagher & W.D. Page
1980 Univ. of Connecticut Reng. Lang. Arts Cntr.
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- M.C. Sadock
Comprehension Process Score.
MEASURES FOR RESEARCH AND EVALUATION IN THE ENGLISH LANGUAGE ARTS, Vol. II.
Urbana, Illinois Pages
Describes the comprehension process score and gives evidence of reliability and validity through correlation with measures including standardized test scores (.78). Reports sign. negative correlation (-.62) bet. comp. process scores and miscues per 100 wds.
- Record No. 65 RS
Editors: W. Page, C. Cooper & J. Jensen
1985 NCTE

- A.2. Silva
The Spanish Reading Process and Spanish Speaking Mexican American Children. Editors: T.S. Escudero
EARLY CHILDHOOD BILINGUAL EDUCATION: A HISPANIC PERSPECTIVE 1983 Teachers College Columbia University
Columbia, NY Pages 185-200
Discusses six extensive research studies dealing with Spanish reading. Disbells common misconceptions and offers insights for teachers.
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Urbana, IL Pages 46-49
Explains the coding for structural level (i.e., suprasegment, bound morpheme, word, phrase, or clause) in miscue analysis.
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What we Know about Dialects and Reading.
FINDINGS OF RESEARCH IN MISCE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 128-31
Presents implications for instruction based on knowledge about dialect influences on reading.
- F. Smith and K.S. Goodman
On the Psycholinguistic Method of Teaching Reading.
PSYCHOLINGUISTICS AND READING.
New York Pages 177-82
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Building Instructional Materials.
MISCE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 77-98
Outlines procedures which can be used by authors, publishers and teachers in designing or evaluating reading material.
- L.A. Smith
Miscue Research and Readability.
FINDINGS OF RESEARCH IN MISCE ANALYSIS: CLASSROOM IMPLICATIONS.
Urbana, IL Pages 146-51
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- J.C. Stansell and R.K. Moss
Dealer's Choice: The Language Processing Game.
LITERACY RESEARCH: THE READER, THE TEXT, THE TEACHER.
College Station, TX Pages 3-15
Describes the influence of context upon reading and retelling and proposes that teachers, as critical features of instructional contexts, largely determine the nature and quality of students' written language use.
- J.C. Stansell, J.C. Harste, and R.J. DeSanti
The Effect of Differing Materials on the Reading Process.
READING: DISCIPLINED INQUIRY IN PROCESS AND PRACTICE. 27th YEARBOOK OF NRC.
Clemson, SC Pages 27-35
2nd & 9th graders & elderly readers read narrative & expository text. Suggests that the reading process is relatively stable across content areas & text types. Concern for accurate decoding was related to poor comprehending, even among 9th & elderly.
- D.J. Watson
Strategies for Reading Comprehension.
ORAL LANGUAGE AND READING.
Terre Haute, IN Pages 5-15
Proceedings of 1973 Third Annual Reading Conference. Discusses instructional strategies which focus on comprehension.
- D.J. Watson
Helping the Reader: From Miscue Analysis to Strategy Lessons.
MISCE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 183-15
Demonstrates how to design strategy lessons based on readers' miscue patterns.
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Introduction.
MISCE ANALYSIS: APPLICATIONS TO READING INSTRUCTION.
Urbana, IL Pages 1-2
Presents an overview of the volume.

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